

THE NATIONAL COLLEGIATE  
ATHLETIC ASSOCIATION

---

PROCEEDINGS OF THE  
ELEVENTH ANNUAL CONVENTION  
HELD AT  
NEW YORK CITY  
DECEMBER 28, 1916



PROCEEDINGS OF THE ELEVENTH ANNUAL  
CONVENTION OF THE NATIONAL COL-  
LEGIATE ATHLETIC ASSOCIATION,  
DECEMBER 28, 1916.

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1917.

PRESIDENT.

Major Palmer E. Pierce, U. S. A., War College, Washington, D. C.

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SECRETARY-TREASURER

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Second District, Professor Erastus Palmer, College of the City of New York.

Third District, Director R. T. Abercrombie, Johns Hopkins University.

Fourth District, Professor H. E. Buchanan, University of Tennessee.

Fifth District, Professor C. D. Coons, Denison University.

Sixth District, Professor George W. Bryant, Coe College.

Seventh District, Director W. L. Driver, Agricultural and Mechanical College of Texas.

Eighth District, President H. C. Parmelee, Colorado School of Mines.

Ninth District, Professor A. D. Browne, Oregon State Agricultural College.

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Alabama Polytechnic Institute, Auburn, Ala., Charles C. Thach, LL. D., President.

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Bowdoin College, Brunswick, Maine, William DeWitt Hyde, D. D., President.

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Carleton College, Northfield, Minn., Donald J. Cowling, D. D., President.

Carnegie Institute of Technology, Pittsburgh, Pa., Arthur A. Hamerschlag, Director.

Case School of Applied Science, Cleveland, Ohio, Charles S. Howe, Ph. D., Sc. D., President.

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College of the City of New York, New York, N. Y., Sidney E. Mezes, Ph. D., President.

College of Wooster, Wooster, Ohio, J. Campbell White, LL. D., President.



Columbia University, New York, N. Y., Nicholas Murray Butler, Ph. D., LL. D., President.  
 Connecticut Agricultural College, Storrs, Conn., Charles L. Beach, B. S., President.  
 Dartmouth College, Hanover, N. H., Ernest M. Hopkins, LL. D., President.  
 Denison University, Granville, Ohio, Clark W. Chamberlain, Ph. D., President.  
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 Franklin and Marshall College, Lancaster, Pa., Rev. Henry H. Apple, D. D., President.  
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 Hamilton College, Clinton, N. Y., M. W. Stryker, D. D., LL. D., President.  
 Harvard University, Cambridge, Mass., Abbott Lawrence Lowell, LL. D., Ph. D., President.  
 Haverford College, Haverford, Pa., Isaac Sharpless, Sc. D., LL. D., President.  
 Indiana University, Bloomington, Ind., William L. Bryan, Ph. D., LL. D., President.  
 International Y. M. C. A. College, Springfield, Mass., L. L. Doggett, Ph. D., President.  
 Iowa State College, Ames, Iowa, Raymond A. Pearson, LL. D., President.  
 Johns Hopkins University, Baltimore, Md., Frank J. Goodnow, LL. D., President.  
 Lafayette College, Easton, Pa., John H. MacCracken, Ph. D., LL. D., President.  
 Lehigh University, S. Bethlehem, Pa., Henry S. Drinker, E. M., LL. D., President.  
 Leland Stanford Jr. University, Stanford University, Cal., Dr. Ray L. Wilbur, President.  
 Massachusetts Agricultural College, Amherst, Mass., Kenyon L. Butterfield, LL. D., President.  
 Mount Union College, Alliance, Ohio, W. H. McMaster, M. A., President.  
 New York University, New York, N. Y., Elmer Ellsworth Brown, LL. D., Chancellor.  
 North Carolina College of Agriculture and Mechanic Arts, West Raleigh, N. C., Daniel H. Hill, Litt. D., President.  
 Northwestern University, Evanston, Ill., Thomas F. Holgate, LL. D., President *ad interim*.  
 Oberlin College, Oberlin, Ohio, Rev. Henry C. King, D. D., President.  
 Ohio State University, Columbus, Ohio, William O. Thompson, D. D., LL. D., President.  
 Ohio University, Athens, Ohio, Alston Ellis, Ph. D., LL. D., President.  
 Ohio Wesleyan University, Delaware, Ohio, J. W. Hoffman, D. D., President.  
 Oregon State Agricultural College, Corvallis, Ore., Wm. J. Kerr, D. Sc., President.  
 Pennsylvania State College, State College, Pa., Edwin E. Sparks, Ph. D., LL. D., President.  
 Princeton University, Princeton, N. J., John G. Hibben, Ph. D., LL. D., President.  
 Purdue University, Lafayette, Ind., Winthrop E. Stone, LL. D., President.  
 Rice Institute, Houston, Texas, Edgar O. Lovett, Ph. D., LL. D., President.  
 Rutgers College, New Brunswick, N. J., Rev. W. H. S. Demarest, D. D., President.  
 State University of Iowa, Iowa City, Iowa, Thomas H. MacBride, Ph. D., President.  
 Stevens Institute of Technology, Hoboken, N. J., A. C. Humphreys, Sc. D., LL. D., President.

Swarthmore College, Swarthmore, Pa., Joseph Swain, M. S., LL. D., President.  
 Syracuse University, Syracuse, N. Y., Rev. J. R. Day, S. T. D., D. C. L., LL. D., Chancellor.  
 Tufts College, Medford, Mass., Hermon C. Bumpus, Ph. D., President.  
 Union College, Schenectady, N. Y., Rev. C. A. Richmond, D. D., President.  
 United States Military Academy, West Point, N. Y., Colonel Clarence P. Townsley, U. S. A., Superintendent.  
 University of Akron, Akron, Ohio, Parke R. Kolbe, Ph. D., President.  
 University of Chicago, Chicago, Ill., Harry P. Judson, LL. D., President.  
 University of Colorado, Boulder, Col., Livingston Farrand, M. A., M. D., President.  
 University of Georgia, Athens, Ga., David C. Barrow, A. M., President.  
 University of Illinois, Urbana, Ill., Edmund J. James, LL. D., President.  
 University of Kansas, Lawrence, Kans., Frank Strong, Ph. D., LL. D., Chancellor.  
 University of Michigan, Ann Arbor, Mich., Harry B. Hutchins, LL. D., President.  
 University of Minnesota, Minneapolis, Minn., George E. Vincent, Ph. D., President.  
 University of Missouri, Columbia, Mo., Albert R. Hill, Ph. D., LL. D., President.  
 University of Nebraska, Lincoln, Neb., Samuel Avery, Ph. D., Chancellor.  
 University of North Carolina, Chapel Hill, N. C., Edward K. Graham, LL. D., President.  
 University of Oklahoma, Norman, Okla., Stratton D. Brooks, LL. D., President.  
 University of Pennsylvania, Philadelphia, Pa., Edgar F. Smith, Ph. D., Provost.  
 University of Pittsburgh, Pittsburgh, Pa., Samuel B. McCormick, D. D., LL. D., Chancellor.  
 University of Rochester, Rochester, N. Y., Rush Rhees, D. D., LL. D., President.  
 University of the South, Sewanee, Tenn., Right Rev. A. W. Knight, D. D., Chancellor.  
 University of Tennessee, Knoxville, Tenn., Brown Ayres, Ph. D., LL. D., President.  
 University of Texas, Austin, Texas, W. J. Battle, Ph. D., Acting President.  
 University of Virginia, Charlottesville, Va., Edwin A. Alderman, D. C. L., LL. D., President.  
 University of Wisconsin, Madison, Wis., Charles R. Van Hise, Ph. D., LL. D., President.  
 Ursinus College, Collegeville, Pa., George L. Omwake, Ph. D., President.  
 Vanderbilt University, Nashville, Tenn., J. H. Kirkland, Ph. D., D. C. L., LL. D., Chancellor.  
 Washington and Jefferson College, Washington, Pa., Frederick W. Hinitt, Ph. D., D. D., President.  
 Washington and Lee University, Lexington, Va., Henry L. Smith, Ph. D., President.  
 Wesleyan University, Middletown, Conn., William Arnold Shanklin, L. H. D., LL. D., President.  
 Western Reserve University, Cleveland, Ohio, Charles F. Thwing, D. D., LL. D., President.  
 Westminster College, New Wilmington, Pa., Charles Freeman, Ph. D., Dean.  
 West Virginia University, Morgantown, W. Va., Frank B. Trotter, A. M., President.  
 Williams College, Williamstown, Mass., Harry A. Garfield, LL. D., President.  
 Yale University, New Haven, Conn., Arthur T. Hadley, LL. D., President.



## JOINT MEMBERS.

The Kansas College Athletic Conference, comprising:  
 Kansas Normal College. Ottawa University.  
 Washburn College. Friends' University.  
 Fairmount College. McPherson College.  
 College of Emporia. Cooper College.  
 Bethany College. Kansas Wesleyan University.  
 Southwestern College. Hays Normal College.  
 St. Mary's College. Midland College.  
 Baker University. Bethel College.  
 State Manual Training School. St. John's College.

The Iowa Athletic Conference, comprising:  
 Coe College. Leander Clark College.  
 Cornell College. Simpson College.  
 Grinnell College. Penn College.  
 Highland Park College. Des Moines College.  
 Iowa Wesleyan University. Parsons College

The Rocky Mountain Faculty Athletic Conference, comprising:  
 University of Colorado. University of Utah.  
 Colorado State School of Mines. Utah Agricultural College.  
 Colorado College. Colorado Agricultural College.  
 University of Denver. Montana State College.

The Illinois Intercollegiate Athletic Association, comprising:  
 Bradley Polytechnic Institute. McKendree College.  
 State Normal University. Carthage College.  
 Hedding College. Eastern Illinois State Normal  
 University.  
 Eureka College. Augustana College.  
 Illinois College. Southern Illinois State Normal  
 University.  
 Lincoln College. Blackburn College.  
 Lombard College. Western Illinois State Normal  
 University.  
 James Millikin University. St. Viator College.  
 Illinois Wesleyan University.  
 William and Vashti College.  
 Shurtleff College.

The Southwest Athletic Conference, comprising:  
 University of Oklahoma. Southwestern University.  
 University of Arkansas. A. & M. College of Texas.  
 Baylor University. A. & M. College of Oklahoma.  
 University of Texas.

The Pacific Northwest Intercollegiate Conference, comprising:  
 University of Washington. University of Oregon.  
 Oregon Agricultural College. University of Idaho.  
 Washington State College. Whitman College.  
 University of Montana.

## ASSOCIATE MEMBERS.

Hartford Public High School, Hartford, Conn.  
 Lawrenceville School, Lawrenceville, N. J.  
 Mercersburg Academy, Mercersburg, Pa.  
 New York Military Academy, Cornwall-on-Hudson, N. Y.  
 Normal School of Physical Education, Battle Creek, Mich.  
 Phillips Academy, Andover, Mass.  
 Phillips Exeter Academy, Exeter, N. H.  
 University School, Cleveland, Ohio.

## PROCEEDINGS.

The Eleventh Annual Convention of the National Collegiate Athletic Association met, pursuant to the call of the Executive Committee, at Hotel Astor, New York, Thursday, December 28, 1916, at 10.30 a.m., President Briggs in the chair.

The proceedings of the last convention having been issued in printed form, the reading of the minutes was dispensed with.

The secretary stated that, instead of a roll call, slips would be distributed on which those present should record their names. The record thus obtained of those in attendance is as follows:

## I. Members (if more than one name is given, the first is that of the accredited delegate):

Amherst College: Professor Paul C. Phillips, Dean G. D. Olds, Professor Raymond G. Gettell, Professor R. F. Nelligan.  
 Bowdoin College: Doctor F. N. Whittier.  
 Brown University: Professor Fred W. Marvel.  
 Carnegie Institute of Technology: Professor J. H. McCulloch, Professor E. Esquerré.  
 Case School of Applied Science: Director H. F. Pasini.  
 Colgate University: Doctor E. C. Huntington.  
 College of the City of New York: Professor Thomas A. Storey, Mr. Joseph H. Deering, Mr. Lionel B. McKenzie.  
 Columbia University: Professor George L. Meylan, Mr. Charles H. Mapes, Mr. T. Nelson Metcalf.  
 Connecticut Agricultural College: Professor Charles A. Wheeler, Mr. Daniel Chase.  
 Dartmouth College: Professor C. E. Bolser, Mr. Horace G. Pender.  
 Delaware College: Mr. W. J. McAvoy.  
 Denison University: Dean R. S. Colwell.  
 Franklin and Marshall College: Professor Herbert H. Beck.  
 Grinnell College: Mr. Vernon D. Blank.  
 Hamilton College: Professor Frank H. Wood, Mr. Theodore D. Martin.  
 Harvard University: Dean LeBaron R. Briggs, Professor Roger I. Lee, Mr. Fred W. Moore.  
 Haverford College: Doctor James A. Babbitt.  
 Indiana University: Professor Ewald O. Stiehlm.  
 International Y. M. C. A. College: Doctor J. H. McCurdy.  
 Iowa State College: Professor S. W. Beyer.  
 Johns Hopkins University: Doctor Ronald T. Abercrombie.  
 Lafayette College: President John H. MacCracken.  
 Massachusetts Agricultural College: Professor Curry S. Hicks, Dean Edward M. Lewis.  
 Mount Union College: Mr. V. C. Snyder.  
 New York University: Professor Alexander Haring.  
 North Carolina Agricultural and Mechanical College: Professor H. E. Satterfield.  
 Northwestern University: Director Lewis Omer, Professor E. L. Schaub.  
 Oberlin College: Professor C. W. Savage.  
 Ohio State University: Professor L. W. St. John, Mr. J. H. Nichols, Professor J. W. Wilce, Mr. A. W. Marsh, Professor Frank R. Castleman.



Ohio University: Professor M. B. Banks.  
 Ohio Wesleyan University: Professor Frederick W. Dixon.  
 Oregon Agricultural College: Professor A. D. Browne.  
 Pennsylvania State College: Mr. R. H. Smith, Mr. B. M. Hermann.  
 Princeton University: Professor J. E. Raycroft, Professor F. W. Luehring, Dean Howard McClenahan, Mr. Jonathan A. Butler.  
 Purdue University: Professor Oliver F. Cutts.  
 Rice Institute: Director P. H. Arbuckle.  
 Rutgers College: Professor F. H. Dodge.  
 Stevens Institute of Technology: Professor John A. Davis.  
 Swarthmore College: Doctor Samuel C. Palmer, Director E. LeRoy Mercer, Mr. J. Tenney Mason, Professor Charles C. Miller.  
 Syracuse University: Professor W. C. Lowe.  
 Tufts College: Professor R. C. Smith.  
 Union University: Professor Howard Opdyke.  
 United States Military Academy: Lieutenant-Colonel E. R. Stuart.  
 University of Akron: Mr. Frederick Sefton.  
 University of Minnesota: Doctor H. L. Williams.  
 University of Missouri: Professor C. L. Brewer.  
 University of Nebraska: Professor E. J. Stewart.  
 University of North Carolina: Professor Charles S. Mangum, Professor P. H. Daggett, Professor E. V. Howell.  
 University of Oklahoma: Mr. Ben G. Owen.  
 University of Pennsylvania: Professor A. W. Goodspeed, Mr. Maylin J. Pickering.  
 University of Pittsburgh: Chancellor Samuel B. McCormick, Director Charles S. Miller, Mr. S. B. Linhart.  
 University of Rochester: Professor Edwin Fauver, Mr. M. D. Lawless, Mr. Alcott Neary.  
 University of the South: Mr. Waldo Adler.  
 University of Tennessee: Professor H. E. Buchanan, Professor E. P. Frost.  
 Washington and Jefferson College: Mr. Sol Metzger.  
 Wesleyan University: Professor Frank W. Nicolson.  
 Western Reserve University: Doctor E. von den Steinen, Director W. D. Powell.  
 Westminster College: Professor W. W. Campbell.  
 West Virginia University: Professor E. N. Zern, Director G. E. Pyle.  
 Williams College: Professor H. D. Wild.  
 Wooster College: Director L. C. Boles.  
 Yale University: Professor Robert N. Corwin, Professor Hollon A. Farr.

## II. Associate Members:

Hartford High School: Director L. W. Allen.  
 Mercersburg Academy: Principal W. M. Irvine.  
 New York Military Academy: Director W. T. Cochran, Commandant M. F. Davis.  
 Phillips Academy, Andover: Principal A. E. Stearns, Doctor P. S. Page.  
 Phillips Exeter Academy: Principal Lewis Perry.  
 University School, Cleveland: Principal Harry A. Peters.

## III. Local Conferences (Joint Members):

Illinois Intercollegiate Athletic Association: Director Fred L. Muhl.  
 Iowa Conference of Athletics: Professor Clyde W. Emmons.  
 Kansas Intercollegiate Athletic Association: Doctor C. S. Parmenter.  
 Western Intercollegiate Athletic Conference: Professor Thomas E. French.

## IV. Non-Members:

### 1. Colleges:

Baltimore City College: Mr. M. J. Thompson.  
 Colorado Agricultural College: President Howard C. Parmelee.  
 Colorado School of Mines: President Howard C. Parmelee.  
 Kenyon College: Doctor E. von den Steinen.  
 New Hampshire State College: Professor W. H. Cowell.  
 Texas Agricultural and Mechanical College: Director W. L. Driver.  
 Wellesley College: Professor William Skarstrom.  
 Y. M. C. A. College, Chicago: Professor Henry F. Kallenberg.

### 2. Schools:

Groton School: Mr. W. J. Jacomb.  
 Morris Academy: Mr. H. W. Landfear.  
 Newark Academy: Mr. Morton Snyder, Mr. R. Elmer Ikas.  
 Oak Park High School: Principal M. R. McDaniel.  
 South Orange Public Schools: Director D. E. Mason.  
 Suffield School: Director John P. Whalen.

### 3. Local Conferences:

Missouri Valley Conference: Professor S. W. Beyer.  
 New England Conference: Doctor F. N. Whittier.  
 Ohio Athletic Conference: Doctor E. von den Steinen.  
 Pacific Coast Conference: Professor A. D. Browne.  
 Pacific Northwest Conference: Professor A. D. Browne.

### 4. Individuals:

Mr. William H. Ball, International Y. M. C. A.  
 Mr. Romeyn Berry, I. C. A. A. A. A.  
 Doctor George W. Ehler, Madison, Wis.  
 Director W. H. Geer, Mt. Vernon, N. Y.  
 Mr. Daniel J. Kelly, Military Training Commission of New York.  
 Mr. Herman J. Norton, Military Training Commission of New York.  
 Mr. W. R. Okeson, New York City.  
 Mr. M. H. Traphagen, Mt. Vernon, N. Y.  
 Mr. Paul B. Williams, United States National Lawn Tennis Association.

The following papers were then presented:

The presidential address, by Dean Briggs. (See page 59.)  
 "College Athletics as Related to National Preparedness," Major Palmer E. Pierce, U. S. A. (See page 62.)  
 "The Value of Football," Professor Raymond G. Gettell, Amherst College. (See page 71.)  
 "The Making and Remaking of a Fighting Man" (experiences in the British Army), Professor R. Tait McKenzie, University of Pennsylvania. (See page 76.)

The last paper was read, in the absence of the author, by M. J. Pickering of the University of Pennsylvania.

President Briggs read to the Association a paper written by Professor George E. Johnson of Harvard University, in reply to a recent indictment of intercollegiate athletics in the *Atlantic Monthly*, by President Foster of Reed College. (See page 80.)



The president appointed the following committees: On Redistricting: Professor T. E. French, of Ohio; Professor A. D. Browne, of Oregon; Mr. B. G. Owen, of Oklahoma; and Professor C. L. Brewer, of Missouri. On Credentials: the Secretary, and Professor F. W. Marvel, of Brown University. On Nominations: Professor C. W. Savage, Oberlin College; Professor C. E. Bolser, Dartmouth College; Professor T. A. Storey, College of the City of New York; Mr. Waldo Adler, University of the South; Professor C. S. Mangum, University of North Carolina; Professor C. W. Emmons, Iowa Athletic Conference; Director P. H. Arbuckle, University of Texas; President H. C. Parmelee, Rocky Mountain Faculty Athletic Conference.

The convention took a recess at 12.30 p.m.

#### AFTERNOON SESSION.

The Association reassembled at 2 p.m.  
The following reports were presented:

#### SECRETARY'S REPORT.

The secretary reported that the present convention was the most largely attended in the history of the Association, and was the most truly national in its representation. For the first time, delegates were present from all the districts, and there were representatives of a large number of local associations, including for the first time those of the Pacific Coast. About two hundred colleges and universities were represented at the convention.

In accordance with the recommendation of the Executive Committee the following were elected to membership:

#### Active members:

Hamilton College.  
Ohio University.

#### Associate members:

Mercersburg Academy.  
University School of Cleveland.

The secretary reported that the Executive Committee recommended the appointment on each of the rules committees for track, swimming, soccer, and basketball, of not more than three or four individuals, and that an advisory committee comprising one representative of each district be appointed for each of these sports to aid the several committees in drawing up rules. This resolution was adopted.

#### TREASURER'S REPORT.

An abstract of the treasurer's report showed a balance on hand at the beginning of the year 1916 of \$810.30, and receipts during the year from members of \$2162.50, making total receipts \$2972.80. The expenditures for the year amounted to \$1434.76, leaving a balance on hand of \$1538.04. Full details will be found in the report of the treasurer, page 120.

#### REPORTS OF DISTRICTS.

District reports were made by the several representatives, as follows:

#### FIRST DISTRICT.

PROFESSOR HOLLON A. FARR, YALE UNIVERSITY.

Within this district are located twenty-seven colleges and universities, of which institutions but thirteen are active members of the N. C. A. A. At the last annual convention all of the thirteen active members were represented by delegates, while three others, non-members, sent visiting delegates. The three schools which are associate members of the Association were all represented at the meeting. It seems highly desirable that all the New England colleges should join the Association. Uniform procedure in the management and control of athletics is obviously such a desirable thing, any institution could profit by participating in the deliberations of this body. It may be possible to bring about such uniform procedure by the extreme measure of breaking off athletic relations, but this method, like the termination of diplomatic relations between nations, is highly dangerous and undesirable.

Twenty-one of the institutions in the first district are members of the Association of New England Colleges for Conference on Athletics. The annual meeting of the Conference was held in Boston on Friday, May 19, 1916, and was attended by the representatives of nineteen colleges.

The subjects for formal discussion at the meeting were as follows:

1. Faculty Control of Athletics.
2. To What Extent Should the Finances of Athletics be Placed in the Hands of Students?
3. The Two Sport Rule.
4. What Should be the Attitude of the New England Colleges Towards Military Drill?
5. Is it Desirable and Feasible to Form a New England Inter-collegiate Rifle Association?



The discussion on Faculty Control of Athletics centered for the most part around baseball coaching, and the meeting went on record as preferring a college player for baseball coach. It was also the general opinion that it was desirable that some faculty member should keep close watch over the baseball coaching.

In debating the second topic, it was brought out that there are three main ways of managing athletic finances, viz.: (1) Financial control entirely by students; (2) Finances under control of graduate treasurer with active management in the hands of student organizations; (3) Entire control of finances with graduate manager. The discussion brought out the fact that none of the New England colleges is following strictly the first plan and only one the third plan, while nineteen are following the second plan more or less closely.

The question of military training in the colleges brought out an interesting discussion by the representatives of the various institutions. According to the reports of the delegates, about 4000 students were engaged in some form of military work. It was stated that the colleges should be interested in fitting their graduates to fill the positions of officers or else leave military training wholly alone.

The Conference has issued a booklet of suggestions to managers of athletic meets, prepared by President Garcelon. Copies of this book have been sent to representatives of all New England schools and colleges. It is hoped that these suggestions may prove of great help in conducting track meets with the minimum of vexatious delays.

An event of very considerable interest to the first district and perhaps in some degree to the whole N. C. A. A. has been the reorganization of the Yale athletic system during the past year. This reorganization can be best described in the words of the report made to the Yale Corporation in October, 1916:

"Briefly summarized, this plan involves, first, the abolishing of the Yale University Athletic Association in its present form, and the substitution in its place of a new association, to be governed by a body of men not to exceed seventeen. Of these, two shall be members of the Faculty of Yale College, and two of the Faculty of the Sheffield Scientific School, five shall be the chairmen of the committees to be appointed to assist in the control in detail of the various branches of athletics, while the remaining eight shall be appointed, by the Corporation of Yale University, from the graduates or undergraduates of the University. There shall be an Executive Committee, of which the Chairman of the Board of Control shall also be chairman, and of which at least two shall be Faculty members, and three shall reside in or about New Haven. It is expected that this committee will be the actively controlling body, and that its members will be so selected that they shall have the time, experience, and inclination to devote

a great deal of attention to this important problem. Some one man, perhaps the Chairman, should be placed in a position so that he can assume the daily duties attendant upon the position of the chief executive of any organization. Some such individual executive is essential if the lost motion and tardiness of decision involved in referring matters of minor importance to committees is to be avoided."

The same committee in its report to the President and Fellows of Yale University touched further upon matters of very general intercollegiate import. They called the attention of the Yale Corporation

"to the continually increasing competition for supremacy among rival universities, as exemplified in the employment of expensive staffs of coaches. The budget for Yale football coaching for one year, alone, is considerable, and this money is expended in the employment of a small number of men for the period of but a few weeks out of the year. The expenses of the coaching for the crew are proportionately large, although at present a considerable sum of money is contributed by graduates to that end. We are given to understand that large sums of money are contributed for similar purposes by graduates at other universities. In fact, the intensity of this rivalry, if unchecked, may so increase as to make intercollegiate athletics an unprofitable scramble for the raising of huge sums of money for the payment of the disproportionate salaries demanded by expert coaches. It may be urged that Yale cannot forego such advantages unless her rivals follow her example, but present practices must, it would seem, lead to still greater lengths of extravagance and absurdity. For this reason it has been felt by your committee that ultimately the suggestion must be seriously considered that in time all payment of salaries to coaches for Yale athletics should cease, and that unless Yale can, from her own resources, graduate and undergraduate, develop her teams without such artificial stimulants, so that she can reasonably compete with her rivals, it would be best to eliminate intercollegiate athletics altogether until the dawn of an era of reasonableness in such things. It might come with somewhat poor grace from Yale at this time to urge upon others this course of action. None the less, it may not be amiss even at this time to close this report with a reference to a matter which may sooner or later require definite decision.

"It is our belief that many of the perplexing and disagreeable problems of eligibility take their origin from this multiplication of expensive coaching staffs and extravagant paraphernalia. It is impossible to devise or fully enforce eligibility rules which will cover all cases of so-called professionalism, unless there is a high spirit of honor among the candidates for teams. This spirit cannot be best fostered in an atmosphere of lavish expenditure, now



considered necessary owing to the nature of the rivalry above referred to. We should like to see Yale, in the near future, inaugurate a system of restraint upon such expenditures; but first we believe that only through a centralization of authority and control by the Corporation of the University, and through the Faculty, with such graduate assistance as may be enlisted, can such reforms be either wisely formulated or effectively enforced."

## SECOND DISTRICT.

PROFESSOR J. E. RAYCROFT, PRINCETON UNIVERSITY.

The second district contains forty institutions listed as of college or university grade. Of these, twenty-eight are members of the National Collegiate Athletic Association.

An inquiry by questionnaire was made upon these points: Eligibility rules, intramural sports, and injuries in athletic competition. Replies from the following seventeen institutions have been grouped under the various subdivisions of each subject: Allegheny College, Carnegie Institute of Technology, Colgate University, College of the City of New York, Columbia University, Dickinson College, Haverford College, Lafayette College, Pennsylvania State College, Princeton University, Rutgers College, Stevens Institute of Technology, Swarthmore College, Union College, University of Pennsylvania, Syracuse University, and the University of Rochester.

### (1) Eligibility is administered by:

Faculty in .....	13 institutions.
Faculty and Athletic Board in.....	1 institution.
Faculty and Graduate Manager in .....	1 institution.
Faculty and Physical Director in.....	1 institution.
Athletic Board in .....	1 institution.

### (2) Migrants from other colleges must be in residence one college year:

Yes, in .....	10 institutions.
This regulation is being introduced in.....	1 institution.
One semester is required in.....	1 institution.
Required only of those who competed for first institution in.....	1 institution.
Is not required in.....	4 institutions.

### (3) Freshmen barred from varsity teams:

Yes, in .....	3 institutions.
Yes, except in minor sports, in .....	1 institution.
Yes, except in sports in which there is no Freshman team, in .....	1 institution.
No, in .....	12 institutions.

### (4) Summer baseball makes ineligible to represent institution:

Yes, in .....	8 institutions.
Depends on conditions .....	1 institution.
If in organized league .....	1 institution.
If on an organized team, or before June 15 or after September 15 .....	1 institution.

### (5) Intramural Sports:

Encouraged in every institution but widely varying provision for promotion.

Equipment: Varies from use of athletic fields, etc., when not otherwise in use, to a generous equipment for contests in all branches of outdoor sports.

Coaching: Practically none in most institutions. The physical director or the coach of a given sport gives some time, as his other duties will permit or his interest suggests. In four cases the department of physical education and the coaches cooperate.

Financial support: Very little—and hard to evaluate. Two depend upon definite appropriation. In most cases represented by time of coaches and physical directors. In two cases upon student assessment.

Percentage of students taking part: Answers show a wide variation, due quite as much to lack of accurate knowledge as to real difference in conditions.

No estimate .....	4 institutions.
Small .....	1 institution.
18% .....	1 institution.
25% .....	2 institutions.
35% .....	1 institution.
Less than 50% .....	1 institution.
50% .....	2 institutions.
60% .....	1 institution.
80% .....	3 institutions.

### (6) Injuries: None in 13 institutions. Serious injuries in four institutions, as follows:

One fractured cervical vertebra—from open field tackle—recovery.

One ruptured kidney—recovery, but barred from all sports.

One fractured leg.

One fractured spine—tackling dummy—death resulted.

### (7) Are standards in sport and relations between colleges improving? If not, can you suggest reasons?

Replies from four institutions gave an unqualified "yes" in answer to this question. Others answered with qualifications: "The law is strict but is not enforced"; "Can't induce institutions to adopt standards recommended by the National Collegiate"; "No cooperative effort to improve rules and raise standards"; "No mechanism for enforcing rules"; "Progress obstructed by desire



for victory"; "Progress obstructed by irresponsible alumni"; "Attitude in some institutions depends upon success or failure of teams"; "Bad example by athletically successful institutions"; "Failure to appreciate real function of athletics"; "Unwise alumni interest"; and "Lack of full control by faculties."

There have been two significant conferences held during the year, one by the presidents of Pennsylvania colleges and universities for the discussion of some of the problems connected with intercollegiate athletics, and another by representatives of Harvard, Yale, and Princeton. There are three features of the latter conference that deserve more than passing notice: (1) the spirit of the introductory statement of the purpose of the conference:

"With a view to keeping the spirit and the associations of professionalism out of college athletics without the unreasonable hampering of athletics by the mere letter of rules, and with a view to maintaining in mutual confidence at these three universities the same theory and practice in matters of eligibility, we adopt the following statement of principles"; (2) the provision that, "No student shall represent his university on any athletic team or crew who receives from others than those on whom he is naturally dependent for financial support money or the equivalent of money, such as board and lodging, etc., unless the source and character of such goods or payments to him shall be passed upon and approved by the committee, on the ground that he has deserved to receive such benefits and that they have not accrued to him primarily because of his ability as an athlete"; and (3) the effort to reduce the emphasis upon Freshman athletics by permitting only two games per season with teams from other institutions, one at home and one abroad. The corollary of this provision is an increased encouragement of, and provision for, intra-college and intra-class competitions.

The one-year residence rule has done much to reduce the migration of athletes from one institution to another, together with the evils that accompanied this practice. A general agreement to extend the principle of the one-year residence rule so that Freshman intercollegiate competition might be discontinued would do much to make it possible for the first-year student to adjust himself successfully to his new environment, and would tend to reduce the scholastic mortality among the members of Freshman athletic teams. Such a change in policy would permit the organization of more general and less strenuous intra-mural sports, and would give a rather large proportion of the students who have made athletic reputations in secondary schools a much needed opportunity to recover from the strain of previous competition, and to take on a healthier growth and development.

### THIRD DISTRICT.

PROFESSOR C. H. HERTY, UNIVERSITY OF NORTH CAROLINA.

[In Professor Herty's absence, the report was read by Professor C. S. Mangum, University of North Carolina.]

That which stands out preëminently in the development of athletic policy in this district is the progress made toward the uniform introduction of the one-year rule. In this the Conference of Southern State Universities, consisting of Virginia, North Carolina, South Carolina, Georgia, and Tennessee, has taken the lead, putting the rule into effect among themselves for the first time during the past football season. The Southern Conference has likewise endorsed the principle, but has postponed the operation of the rule until September, 1917. For this reason the Conference of Southern State Universities granted to its members the privilege, if desired, of not enforcing this rule with teams other than those of its own organization until September, 1917. Two of the members, Virginia and North Carolina, declined to make use of this privilege, and enforced the one-year rule as a matter of sound athletic policy, Virginia going further than North Carolina and applying the rule to all branches of sport, while North Carolina applied it to the major sports only, football and baseball.

It is a safe prediction that from the momentum already gained in this matter the next year will see a wide extension of this one-year rule. Where it has been applied the athletic atmosphere has been clarified and many perplexing problems of the past have found their own solution or have simply disappeared.

May I express one thought in conclusion. I am now completely dissociated from university activities. As I look back over my twenty-three years of close touch with student problems, hopes, and ambitions, I am convinced that despite many discouragements, and at times almost heart-sickenings, no duty has been of greater importance during those twenty-three years of constant touch with intercollegiate athletics than the struggle towards higher athletic ideals. It is a genuine happiness therefore to feel that such real progress is being made in our section of the country along this good road.

### FOURTH DISTRICT.

PROFESSOR H. E. BUCHANAN, UNIVERSITY OF TENNESSEE.

During the present year rather important steps have been taken looking towards better sportsmanship in our athletic games.

A group of the larger colleges and universities being dissatisfied with the progress of the S. I. A. A. have formed a Southern



Athletic Conference. The members of the Conference adhere to the one-year residence rule for football in games within the Conference, but have not yet felt strong enough to refuse to play non-members who do not come up to that standard. These institutions still retain their membership in the S. I. A. A. It is to be hoped that in another year the new organization will be strong enough to enforce the one-year residence rule in all its games both within and without the Conference. Your representative aided in the formation of the new conference, believing it to be in accord with the wishes of the national organization.

There seems to be greater harmony among the various institutions. Quarrels over eligibility of players have been unusually few. We are beginning to come to the "honor system" in which each institution is trusted to pass on its players.

Football continues to be the center of interest, with baseball, basket ball, and track far in the rear. The interest in football was unusual this year, probably owing to the remarkable upset of "dope" in so many games. From all reports there were few instances of rough playing.

The rules at present seem to be satisfactory. Only two instances of serious injuries have come to my attention.

#### FIFTH DISTRICT.

PROFESSOR G. A. GOODENOUGH, UNIVERSITY OF ILLINOIS.

The fifth district is essentially the Western Conference district, including all the Conference states except Iowa, and with the additional states of Michigan and North Dakota. (There are a good many who hope that Michigan may soon apply for readmission to the Conference.)

Included in the fifth district is the Ohio Conference, containing fifteen colleges working under uniform eligibility rules. As is well known to this body, these two conferences work under rules and interpretations of rules probably more rigid than any other group in the country. Both have had the one-year residence rule, scholarship rules, faculty control, no Freshman competition, and migrant rules for a number of years; the Western Conference requiring the certificate of the registrar that the participants in any sport have absolutely no delinquencies. This Conference also requires that the athlete's statement of amateur standing be signed while he appears alone before the entire faculty board or eligibility committee of his university, and a false statement results in dismissal from the university. Under the Conference rules no coach nor member of an athletic department may approach a high school athlete with the idea of inducing him to

attend a particular college. The number of football games is limited to seven, the season closing on the Saturday before Thanksgiving; and, as is again well known, the Conference does not permit training tables, nor pre-season training. The previous rule providing that official practice begin on September 20, but that individual exercise may be taken before that time, was amended this year, making September 15 the opening date for practice, and prohibiting the use of the field or the issuing of equipment before that date.

Intra-mural sport has been developed to a large extent in the larger colleges of the Middle West. A detailed report of intra-mural conditions is to be presented at next year's meeting, so that the interesting and encouraging details which may appear in that report will not be anticipated at this time.

The stated future policy concerning intra-mural athletics in the fifth district is the improvement of quality rather than quantity.

Thus it may be reported that the majority of colleges in the fifth district are not only living under the constitution and principles of this Association, but are going much further in their efforts to control intercollegiate athletics.

It is with sorrow that the death of Professor A. G. Smith of Iowa is reported. Many here are familiar with his work and influence in athletic government, and no doubt a suitable minute will be recorded by this body.

There has been in the West, and particularly in the state of Ohio, a growing attempt to promote that perversion of sport known as "professional football." For a number of years there have been professional teams, playing mostly on Sunday, and made up largely of shop men, with an occasional ex-student player. This year there has been a great exploiting of college players. We have had in Ohio the spectacle of coaches of Conference colleges playing professional football every Sunday of the season; of eastern players playing in their own game each Saturday and coming under assumed names to play in Ohio the next day; of players finishing their three years of play and showing their entire lack of regard for the spirit of amateurism by immediately turning professional under their own names, and being advertised by the name of their university. We have had coaches and directors of athletics—faculty members—acting as officials in these games.

The Western Conference at its last meeting (December 8) saw the menace to the sport, and passed the following resolutions:

1. That all employees of athletic departments, who take part in professional football games, shall be thereby suspended from their employment.
2. That members of teams participating in professional contests before graduation shall forfeit their letter and be recommended to their faculties for further discipline.



It is of interest to note that in Indiana, where a new league of professional football is just being formed, the Indiana University made the resolution retroactive in refusing to grant letters to two men who professionalized themselves the next day after their last college game.

All of this is reported to indicate the stand which the western colleges are taking against an evil which, in its temptation to players to degrade themselves and their college, threatens the whole principle of intercollegiate sport.

The suggestion is inferred that the National Association may wish to take some action to indicate its position on this question, and, through the publicity which it commands, to throw the weight of its influence against this commercial degradation of college play and players.

#### SIXTH DISTRICT.

PROFESSOR C. L. BREWER, UNIVERSITY OF MISSOURI.

The sixth district of the National Collegiate Athletic Association covers the states of South Dakota, Iowa, Nebraska, Kansas, and Missouri; a territory seven hundred miles across in any direction or as large square as the distance from New York to Detroit. In this territory there are more than ninety colleges competing in athletics, with a total enrolment of more than thirty thousand men students. In a territory so large, and with so many institutions, it is obvious that no one organization can dominate and no one set of regulations suffice.

The organization with the greatest influence is the Missouri Valley Conference. This organization includes in its membership seven of the largest institutions of the district and at least one representative from every state except South Dakota. The working regulations of this conference have been explained in previous reports, and it is needless to go into detail again except to emphasize that the fundamentals on which this conference is based are: faculty control; rigid scholastic requirements; limited schedules; the one-year residence and three-year rule; the prohibition against playing football on other than college grounds; no training tables; and all coaching in the hands of men regularly appointed as instructors or professors. In fact, this conference seems to have adopted and reasonably enforced all of the recommendations made from time to time by the National Collegiate Athletic Association.

In addition to the Missouri Valley Conference there are two other interstate influences in the district. The University of Iowa is a member of the Intercollegiate or Western Conference, with

rules almost identical with those of the Missouri Valley Conference, while the South Dakota colleges are all members of the Minnesota-Dakota Conference, an organization which governs the competition in Minnesota, North and South Dakota.

In addition to these interstate alliances there is at least one organization within each state in the district, except South Dakota, which exerts a powerful influence in keeping the smaller colleges in line.

**KANSAS:** The Kansas College Conference includes all the athletic schools of the state, with the exception of the State University and the State Agricultural College, which are members of the Missouri Valley Conference. This conference has faculty control, all-year coaches, satisfactory scholastic requirements, and a residence rule graded according to enrolment. The competition is of a high order and is very well regulated. An added influence is that no member of the conference may play any school except under the regulations of some one of the accepted conferences of the district. This conference maintains the amateur standard, except that "summer ball" after one-year college residence does not disqualify for any team,—a rather unique and interesting addition to the amateur rule.

**MISSOURI:** Washington University and the University of Missouri are members of the Missouri Valley Conference. St. Louis University has no affiliation, but subscribes to the Missouri Valley Conference rules. The eleven other leading colleges of the state are combined in a state organization with faculty control, permanent coaching, and very good scholastic requirements. This organization permits four years of competition, but has no residence requirement except in the case of migrant college students, and no definite ruling in regard to summer baseball.

**IOWA:** Athletic control for the many colleges of Iowa is distributed among four different conferences. Two are interstate, through membership of the University of Iowa in the Intercollegiate Conference and Drake University and Iowa State College in the Missouri Valley Conference. Within the state there are two, the Iowa Athletic Conference, and the Hawkeye Conference of Iowa Colleges. Both are wholesome as regards faculty control, coaching permanence, and scholastic requirements. The latter, made up of the smaller colleges, has no residence requirement, and permits men of sub-college grade to participate. The former, a strong and harmonious organization, has a six-months residence rule which seems to be working satisfactorily. Both permit four years of competition. Morningside is the only college of athletic significance in the state without the restraining influence of some conference affiliation.



**NEBRASKA:** The University of Nebraska is a member of the Missouri Valley Conference. Creighton University is independent, with uncertain regulations. The other eleven institutions of the state are members of the State League. This organization is based on institutional control, scholastic regulation, and the amateur standard, but has no residence rule and permits four years of competition.

**SOUTH DAKOTA:** All the colleges of the state are members of the Minnesota-Dakota Intercollegiate Conference. The alliance is a harmonious working organization with very good regulation as regards control and scholastic requirements. Four years of competition is permitted, and there is no residence requirement, except in case of entrance from another college, when the requirement is one year.

It is my opinion that conditions in the sixth district as a whole are sound and wholesome. The keynote is institutional control of every athletic phase, including finances. Only two or three institutions of athletic significance in the entire district are without the fold of wholesome group affiliation. The district is largely without the tradition of student, alumni, and public control of athletics, so that constructive leadership and education have made possible the present attitude toward athletics. A very significant fact is that throughout the district athletics in the high schools and secondary schools are officially recognized as part of the school activities, often with definite curriculum space and credit and with supervision and coaching, almost without exception, in the hands of regular teachers. This has helped wonderfully in the general attitude, not only of the boys who come to college, but of the public. The sentiment now is usually wholesome. In fact, I feel free to say that throughout the sixth district, students, alumni, public, and teachers (usually the hardest to educate) not only accept, but believe to be proper and good, the *régime* of institutional responsibility for supervision and regulation of all athletic activities.

#### SEVENTH DISTRICT.

MR. B. G. OWEN, UNIVERSITY OF OKLAHOMA.

The Southwest Intercollegiate Athletic Conference, whose membership is limited to institutions which have collegiate standing, consists of the following colleges and universities: Agricultural and Mechanical College of Oklahoma, Agricultural and Mechanical College of Texas, Baylor University, Southwestern University, University of Arkansas, University of Texas, and University of Oklahoma.

Rice Institute, once a member, withdrew on account of the fact that they did not feel that they had a large enough student body to justify them in complying with the rule of the Conference prohibiting the playing of graduate students. The president of the Conference, President Futrall, of the University of Arkansas, has been informed by the authorities of Rice Institute that they will soon ask to be readmitted to the Conference.

The one-year residence rule went into effect last January and it was the consensus of opinion at the annual meeting that the very few disputed cases of eligibility were due to it.

Intramural sports have become a part of the duties of the athletic council at Oklahoma University. Texas University has planned its physical department for the advancement of intramural sports. Agricultural and Mechanical College of Texas, Agricultural and Mechanical College of Oklahoma, and the University of Arkansas have drill and company games, so that in the Southwest Intercollegiate Athletic Conference the interest in intramural games has grown until a large majority of the students take part in some outdoor sport.

President Futrall sums up the work of the Conference as follows: "I am convinced that this Conference is doing excellent work in the Southwest. I observe that some institutions which were a few years ago not on speaking terms with one another are now mingling together in a friendly way as members of this Conference. The influence of the Conference in enforcing standards of scholarship and other eligibility rules will doubtless also have an influence upon certain schools in the states of Oklahoma, Texas, and Arkansas, which have not been paying, and probably are not now paying, much attention to the purity of college athletics."

#### EIGHTH DISTRICT.

PROFESSOR A. D. BROWNE, OREGON AGRICULTURAL COLLEGE.

The majority of the colleges west of the Rockies have been brought into conferences, and are now practicing the doctrines which the National Association has promulgated.

Four conferences are operating and contributing to a clearer realization of ideals to be followed and evils to be eradicated in intercollegiate athletics.

The Rocky Mountain Conference now comprises seven institutions in Colorado and Utah. It requires certain collegiate standards for membership, and has strong centralized power in such matters as arranging schedules, choosing officials, and determining the maximum time an athlete may give to daily practice.

The Pacific Coast Conference and the Northwest Conference overlap in membership. Oregon Agricultural College, Oregon



University, Washington University, and Washington State College are members of the Pacific Coast and the Northwest Conferences. The Universities of Montana and Idaho and Whitman College in Washington are the other members of the Northwest Conference. California and Stanford Universities are members of the Pacific Coast Conference.

The principles for which the Pacific Coast and the Northwest Conferences have stood are: Faculty control and uniform eligibility rules of players in contests. The important rules governing eligibility are: Fifteen units required for entrance; one year of residence as a regular student doing full work and satisfactorily completing twenty-two hours during this period of residence; a maximum of eight hours of failures on the student's previous record; satisfactorily carrying eleven-sixteenths of hours required in the prescribed course at time of participation; no football coaching or regular practice before registration day; amateur standing as defined by the National Association; not more than three years of participation in the aggregate, the three years of competition to take place within five years after first registration.

An endeavor is being made by all the members of the Pacific Coast Conference to eradicate the evil of giving special monetary favors to student athletes. Each certified list of eligible students exchanged by colleges before each contest must contain, in addition to the usual information, each contestant's occupation, number of hours employed, rate per hour, and name of the individual employing him.

Whitman College, which has an enrolment of only 125 students, is permitted by the Northwest Conference to play freshmen.

The Southern California Conference is two years old, and includes Pomona, Occidental, Throop, and Whittier Colleges, and Redlands University. The University of Southern California was formerly a member, but withdrew in order to allow her freshmen to participate. A feature of the rules of this conference is that the freshman rule is observed only in those institutions in which one hundred male students are enrolled in the three upper classes, and with four-year or three-year participation applied accordingly.

Faculty control (meaning in some institutions athletic department control) is recognized in all conference colleges in this district.

Athletic conditions west of the Rockies are normal and healthy, except that the intercollegiate contests are the dominant influences in athletics and not a part of physical training.

Newspaper editors, faculties, and students are beginning to make demands on physical departments for organization and changes in policy, so that more students may be permitted to participate in athletics.

The conferences are making an earnest effort to stamp out

recruiting. It was formerly the practice of colleges to conduct track and basket ball meets for high school athletes, and to pay contestants' railroad fare and entertainment. The Pacific Coast and Northwest Conferences have rules that members must not pay expenses of high school contestants. Distances to the colleges are so great that contestants cannot afford to pay their own expenses, so colleges have abandoned the practice of holding meets for high school students.

Soccer football is being played as an intercollegiate sport by four of the Pacific Coast Conference colleges. The University of California dropped Rugby two years ago to take up American football. Oregon Agricultural College has supported American football and soccer as fall intercollegiate sports. Rugby has been started, and games arranged with Stanford University for next fall. Oregon Agricultural College recognizes soccer and Rugby as excellent games for intramural sports. At the end of the intramural season, teams are chosen and three-game schedules are arranged for intercollegiate competition.

The colleges in the Northwest and Pacific Coast states recommend that the eighth district be subdivided so that the states of California, Oregon, Washington, Idaho, and Montana comprise one district. The colleges in these five states are members of the Northwest and Pacific Coast Conferences, and schedule games with each other in all sports.

## REPORTS OF STANDING COMMITTEES.

### I. FOOTBALL RULES COMMITTEE.

Ever since the formation of this Association—about ten years ago—until the present year, the Football Rules Committee of seven men, appointed annually by this Association, has consolidated with the so-called "old rules committee," and the two have worked together as one in elaborating the official rules of football.

The old committee has really had no official status. At the last meeting, for the first time, this Association, which has steadily grown in size and strength until it has now received into its membership every institution that was represented on the old football rules committee, took unto itself, as it were, and made official for the first time in its history the so-called old rules committee by specifically inviting its members to membership on the rules committee of this Association. This step was of more than passing significance, as the rules of football for the American schools and colleges were thereby brought entirely under the direction and jurisdiction of this Association.



The committee met in New York last February. As for several years past, great care was taken to introduce no changes that would affect the strategy and tactics of football, as it was felt by all that the game is now in a very well-balanced condition.

But in spite of the fact that no radical changes were made, it is surprising what a great amount of important work the committee has found it necessary to do in reviewing, classifying, recodifying, explaining, and simplifying the rules as they now stand. Many "approved rulings" have this year been introduced which have helped greatly in interpreting the meaning of the rules. The policy of the committee in making no changes that would materially affect tactics has been of great benefit to the game. The public are well satisfied with the present rules. Players and coaches have had something stable to work upon, and as a result the past season has seen a marked development in the science and strategy of the play.

It is not too much to say that the present rules have given us the best game of football that we have ever had, and it is to be hoped that the rules will be allowed to remain about as they are.

Nothing has been done which affects in any way the fundamentals of the game, and most of the alterations, all of which were the slightest, have been for the purpose of clearing up debatable points or eliminating provisions no longer necessary.

For the last ten years your committee has constantly endeavored, so far as it was possible to do so by rules themselves, to reduce to a minimum the incentive and opportunity for unsportsmanlike play.

At various times we have considered whether we could not go even further and include as a part of the rules in some way certain fundamental principles of what constitutes sportsmanship.

It has never seemed to the committee, however, that it was wise to attempt this, partly because it was outside the function of a rules committee, and partly because these things cannot be accomplished by legislation.

This year, however, the committee decided to prepare and publish in the Rules Book, as individuals, a statement designed to set forth in a semi-authoritative way a few fundamental standards. To put it in another way, it was intended to do something which might counteract the vicious teachings of the occasional unprincipled coach.

For want of a better name we may call this statement a "Code of Football Ethics." It is in no sense a part of the rules. It is simply a plea for high standards by men who love the game and who are charged with the responsibility of recommending the rules under which the game shall be played.

E. K. HALL, *Chairman.*

[A copy of the Code will be found in the Appendix, page 111.]

## II. CENTRAL BOARD ON OFFICIALS.

At the completion of another year of work, the Central Board would report a satisfactory period in the main. The correspondence necessarily involved several hundred more letters, and ten additional colleges and schools utilized its services, with a total number of appointments slightly in excess of any previous year. A few officials were added to the list, though it has been the effort to keep this increasing number to a minimum, as we already have too large a list to be properly supported. It would hardly be necessary to go over the main details of the work save to append to this report the customary statistics.

Certain points have been emphasized with the course of this work which it might be well to review. First, as to the management of college teams. There has been an increasing tendency in colleges both large and small to adopt the system of graduate managership, where a graduate manager of good standing has been appointed; intercollegiate relation with such college or university has been greatly improved. From the standpoint of the Central Board it would be a very great advantage if every college could have a graduate manager—one who feels the responsibility of business management, who has a larger view of college ethics, who would not be influenced by the successes or failures of a given year, and who holds a definite position in the college.

Secondly, as to the relation of the colleges to the Board. The disciplinary status (if such term may be adopted) has certainly improved. This, of course, is retroactive and imposes obligation both upon colleges and the Central Board, but there has evolved rather a finer sentiment of honor and respect for the neutrality of the Board and appreciation by the students of the inviolability of college contract.

Third, as to the total volume of work. This undoubtedly has occupied more time; the secretary and the stenographer, as well as the chairman, are busier in the football work of the year, as will be very definitely evidenced by the correspondence total. On the other hand, the system has become more automatic and details are more easily arranged.

Fourth, as to the officials and their relation. Our judgment is that officials as a whole have received rather less remuneration in total this past year than in some previous years. This may be due to the very wise development which has distributed the highest honors a little more broadly. We are constantly worried at the prospect of losing certain officials of the highest caliber. This very situation confronts us now. It is, however, not logical to assume that men of a standing which makes them good officials can resist the demands upon their services in business for which these very qualifications eminently fit them.



Fifth, as to fees. The fee question is one of constant agitation. The Board thinks it is very desirable that a minimum fee should exist among the smaller colleges and that this minimum should not be less than \$10; \$15 would perhaps be better. On the other hand, we commend the large universities for maintaining a regular commensurate rate of service payment.

In this connection should perhaps be brought up another matter. Certain very large school games—notably the Andover-Exeter game—which pay almost the major limit of fee, hold their annual game when certain major colleges are still in their active season. It does not seem fair to us that officials should be preempted for the larger games at a smaller fee when such a game as this demands men of first standing, and we would recommend that they be included at our special appointment meeting in June.

Finally, as to the general tone of college football and its administration. The increasing demands for stadium room, the steady growth of college interest, the improvement in the game itself, the *esprit de corps* extending to the official department, and the coöperative effort to eliminate objectionable features of athletics on the part of faculties, all render the outlook a promising one.

#### STATISTICS FOR 1916.

	1915	1916
Number of college letters received.....	428	486
Number of letters written to colleges.....	419	722
Number of letters received from schools and officials .....	814	788
Number of letters written to schools and officials .....	581	696
Additional and circular correspondence.....	1,200	1,600
Notices of interpretation meeting.....	575	550
Number of telegrams sent.....	291	230
Time covered by Central Board work.....	8½ mo.	8½ mo.
Approximate number of full working days....	105	105

#### Data on Schedules.

Number of colleges regularly using service...	60	65
Additional colleges occasionally playing under Board appointments .....	41	43
Schools using service occasionally .....	41	44
Freshman teams using service occasionally...	5	6
Western teams using service occasionally....	5	5
Southern teams using service occasionally....	12	12

#### Data on Appointments.

Number final college appointments.....	899	914
Number final Freshman appointments.....	13	32
Number final school appointments.....	87	82
Total number appointments .....	999	1,028
Total final substitutions.....	110	125
Number of officials used.....	210	223
Maximum number of appointments for one official .....	12	13

#### Data as to Fees.

	1915	1916
Highest fee .....	\$100	\$100
Lowest fee .....	5	5
Number of games using highest fee.....	7	6
Grading of fees:		
Large colleges:		\$ 15
Minimum .....		100
Maximum .....		
Medium colleges:		10
Minimum .....		50
Maximum .....		
Small colleges:		5
Minimum .....		25
Maximum .....		
Schools:		5
Minimum .....		25
Maximum .....		

#### Data as to Lists.

	1915	1916
Total number of officials on list.....	480	497
Increase over last year.....		17
Number dropped .....	41	82
Number of applications rejected .....	44	82
Number of applications accepted .....		100
Number having limitations .....	71	67
New applications not yet acted upon.....		75
Men used not on list .....	2	3
Number on Western List .....	128	156
Number on Missouri Valley List .....	145	136
Number on Ohio List .....	118	109
Number on Southern List .....	69	52
Number on Texas List .....	32	40
Number on Colored List .....	9	11
Total of all lists .....	981	1,001

JAMES A. BABBITT, *Chairman.*

### III. BASKET BALL RULES COMMITTEE.

Your committee continued coöperative relations with the basket ball committees representing the International Y. M. C. A. and the Amateur Athletic Union. As a result of the work of the joint committee so organized during the past year a game of basket ball for the first time during the past ten or twelve years was conducted throughout the country under uniform rules. The difficulties experienced by the different organizations due to the necessary changes which resulted from the effort to harmonize the various codes which governed amateur basket ball up to last year were much less serious than we had feared.

The joint committee consisted of four representatives of the



Amateur Athletic Union, three from the International Y. M. C. A., and three selected by your committee to represent this organization. Last spring the joint committee was organized with a representation of four members from each of the organizations. The members belonging to this organization were elected by mail vote as an executive committee with power, and no meeting of our full committee has been held since a year ago last June.

This action on the part of the committee as a whole indicates a fine spirit of coöperation among the members, and at the same time raises again the question which we considered briefly at the last meeting of the desirability of reorganizing this committee.

The suggestion which was made was that the Association should appoint an advisory committee of considerable size, composed of men interested in basket ball in different parts of the country, and that a conference committee of four should be appointed for the purpose of keeping in touch with the various members of the advisory committee and through them with the needs and status of basket ball throughout the country, and with the authority to legislate on rules in connection with the other members of the joint committee.

The new code of rules which was organized last year worked so well that the joint committee found it necessary to make only a few changes, and those chiefly editorial, in the nature of re-arranging and rewording of material. We are justified in expecting, in the light of this experience, that there will be even fewer difficulties this year than last.

Your committee, together with the other members of the joint committee, has conducted a number of conferences for the study of rules. Such conferences have been held in New York, Chicago, Minneapolis, Cleveland, Buffalo, Kansas City, Philadelphia, Washington, and in other places.

A member of each of the committees represented in the joint committee was designated to answer questions and to make necessary interpretations on a few points for the teams which represent members of each of the three groups.

The college plan of listing approved officials has been adopted by the other two organizations and is meeting with a fair degree of success. An effort has been made to classify the officials on the basis of ability for the guidance of the different teams throughout the country. These lists are published in the Guide and are supplemented in a pamphlet which is now in preparation, and which deals with certain important points in the rules which deserve unusual emphasis.

In general, the condition of the game throughout the country is better than it has been for years, and the prospects for continued success in cleaning up the game and in eliminating undesirable features are very favorable.

#### IV. COMMITTEE ON TRACK RULES.

The rules reported at your Tenth Annual Convention were turned over to your Committee on Publication in March and appeared under the copyright of this Association in April, 1916. The printing and distribution was done by the American Sports Publishing Company.

Your committee urges their further adoption by the different conferences and high schools in the various districts of this body.

We still feel that there is a need of emphasis on the care used in conducting meets to safeguard the obtaining of accurate records. Too little attempt is made in many instances to check up distances, levels, weights, time and air conditions. With this in mind your committee wish permission to publish in the next issue of the rules a short article calling attention to the various laxities in reporting track and field meets.

Concerning records, your committee find so much haze around many records and the conditions under which they were made that they are unable to recommend the sanction of any complete list at this time. We have, however, a list of the results of the various meets held by the different conferences of this Association during the past year, which we hope will be published at the next issue of the rules, together with the pictures of the leading winners.

As to changes in the rules, we feel that there is no need for changes of any great importance at this time. A minor change regarding the finish and the order of events for dual meets will appear. As to the order of events for larger meets, we believe that the best solution is for each conference to fix its own order with reference to its own particular conditions.

We believe the sentiment of this body favors standardization, and with this in view we have come to an agreement whereby we expect these rules will be adopted by the largest national organization using track rules. We hope we can, through the Federated Rules Committee, be of further aid towards standardization.

FRANK R. CASTLEMAN, *Chairman.*

#### V. COMMITTEE ON ASSOCIATION FOOTBALL.

The progress of association football the past year has been most gratifying, and perhaps the only disappointment to the committee is that so little work is required in stimulating this progress. In careful analysis the game of association football differs very largely from many other college sports from the fact that it is a game primarily enjoyed by the players themselves, and the gallery of spectators is often a small one. The committee organized its



work early in the year, appointing Doctor George Orton, who is editor of the College Soccer Book, as secretary. The secretary and the chairman have held frequent conferences in Philadelphia, and before the end of the college year also a conference with Mr. Garcelon. It has quietly endeavored to stimulate the progress of the game in all sections of the country, has used its influence toward the formation of leagues, and has accomplished its work particularly through the individual efforts of the various members of the committee in their own locality. The work of Mr. Garcelon in Boston and of Doctor Orton in Philadelphia should, in the opinion of the chairman, receive special commendation.

A questionnaire requesting the following information was sent out this fall:

"Do you find the incoming classes more favorable to soccer than formerly?"

"What is the standing of soccer at your institution?"

"Is soccer in your vicinity in the hands of those most likely to develop the game?"

"Are you in a league? If so, give name of same and address of the secretary of the league."

"Give the names of colleges playing the game within a twenty-five-mile radius."

"Give the names of any responsible men who, you consider, would make good referees for games. If college men, give names of the colleges from which they come."

In general, the result of this questionnaire was as follows:

Thirty-two (32) high schools and preparatory schools reported the incoming classes as being more favorable to soccer, while five (5) found the reverse condition. The incoming classes of thirty-one (31) colleges favored the game, while those of ten (10) colleges did not.

Concerning the standing of soccer at their institution, 9 colleges consider it a minor sport, 15 colleges an intramural sport, 3 as exercise, 2 as required physical training, 2 as a major sport, and several carry it as a general sport.

Eleven high schools and preparatory schools maintain soccer as a minor sport, 6 as a major sport, 3 as an intramural game, 1 as exercise, and 2 as required physical training. In addition, 4 play it generally.

Forty-seven colleges, high schools, and preparatory schools reported that the game of soccer in their vicinity is in the hands of those most likely to develop the game, while 7 answers indicated that it was not in the best of hands. To this question 11 did not make reply.

Eleven colleges stated they were in a league, as also 15 high schools and preparatory schools, while 27 colleges and 20 schools said they were in no league.

In addition to these reports, a large list of secretaries and of responsible referees was obtained, the latter numbering over 100. It is the hope of the chairman that the names of these referees may be published in proper form for the advantageous use of soccer teams in various parts of the country.

In epitomizing these results, it will be seen that 44 of the reporting colleges are now playing the game; 68 are not playing the game. Twenty-seven high schools are reported as playing; 22 are not playing. Twenty-two preparatory schools are playing; 15 are not playing.

The committee held a formal meeting in New York City at the Hotel Biltmore on December 13th. Present were Messrs. Garcelon, Page, Orton, and Babbitt. Reports were made by Dr. Page that soccer was flourishing in his part of New England, Exeter having taken up the game, and Mr. Garcelon made a most favorable report of the situation around the Boston district, including the schools and factory towns. The opinion of the committee seemed to be that a higher class of students is taking up the game and that the smaller colleges are gradually finding an adjustment by which Rugby and Association football can be played in a parallel fashion. The secretary reported that soccer had increased 100 per cent the past year in college enumeration. The committee agreed that they should do missionary work for soccer among colleges and schools still not playing the game, and that a leaflet on soccer be sent out which would stimulate the idea that soccer was a game to be played after the students left college, as well as while there. The committee decided also to communicate with the heads of physical education departments in some of the larger cities where soccer is not played, and communication is to be had with the sporting editors of papers in such cities.

As a matter of suggestion it was felt that schools should limit the halves to 30 minutes, as a 45-minute period is too long; otherwise, the present rules were entirely endorsed, and the feeling obtained that they should not be changed, as a uniform code is essential.

The committee recommended further that it should be slightly enlarged.

Your chairman in conclusion feels that soccer is a self-developing game, and that it needs comparatively little stimulation, as the joy of personal playing is in itself sufficient stimulus.

JAMES A. BABBITT, *Chairman.*

## VI. COMMITTEE ON RULES FOR SWIMMING AND WATER SPORTS.

Last year the National Collegiate Committee on Swimming and Water Sports submitted its first code of rules standardizing inter-collegiate swimming, water polo, and water basket ball. With a



few minor changes these rules were adopted and used as the official standard playing rules of the Eastern Intercollegiate Swimming Association, the Western Intercollegiate Conference Swimming Association, the Pacific Coast colleges, and the New England colleges. All interscholastic championship meets of which we have record, and many interscholastic dual meets also, were held according to our rules.

At the close of last season the committee sent out a carefully worded questionnaire calculated to elicit suggestions for further improvement of the rules. In this work, Professor Nelligan gave special attention to the New England colleges, Mr. Trubenbach to those of the Intercollegiate Swimming Association, and Doctor Reed to those of the Intercollegiate Conference Athletic Association. The response was good, and these reports were then assembled and classified and later brought before the committee at a meeting on September 9, 1916, at which some important modifications were made. Additional changes were also made later by correspondence. As a result, the standardization of rules should this year be still more complete.

The Intercollegiate Swimming Guide, published for the first time last year, has proved invaluable in facilitating the work of the committee. Through its medium the rules have been promptly and uniformly disseminated to schools and colleges, a permanent account has been afforded of past records and results and general swimming achievements, and the rules and special articles on "Form Swimming" and "Symposium on the Crawl Stroke" have been made readily accessible and have been used in the promotion of swimming in a number of summer camps. The "Symposium on the Crawl Stroke," in which twelve of the leading swimming experts made an approach to a more complete standardization of the crawl stroke, attracted especially wide attention. The American Sports Publishing Company requested permission to reprint this article in its last issue of their Hand Book on Speed Swimming, a request which was granted on condition that the Intercollegiate Swimming Guide would receive due credit.

For these and other reasons the committee felt that the Swimming Guide should be continued. Accordingly, the second annual issue has been prepared, has been published by the American Sports Publishing Company, and is now ready for distribution.

Schools and colleges are increasingly regarding a certain minimum amount of ability in swimming and life-saving as a necessary part of a liberal education. Swimming pools are consequently becoming more and more indispensable as a part of the equipment for physical education, more or less general instruction is being given in swimming and in life-saving, and certain standards of excellence are required by definite tests. In order to show the extent and scope of this movement, and, if possible, to prepare the way for the adoption of adequate universal swimming

and life-saving tests, graded for schools and colleges, the following questions have been sent out to swimming authorities:

1. Are the students of your institution required to fulfill a certain swimming test? If so, please state your requirements.
2. Do you require a life-saving test of your students? If so, please state your requirements.
3. Have you a life-saving club? If so, what tests does it require?

Sixty-four institutions replied. Twenty-two of the thirty-six colleges and nine out of the twenty-eight secondary schools, reported some swimming requirements. Six colleges and two schools have life-saving requirements. Eight colleges and two schools each have a life-saving club. It is surprising to note that the government naval and military academies do not have life-saving requirements or teach life-saving. Each, however, provides instruction in swimming and exacts a swimming requirement.

It has been quite generally known among swimming authorities that many school boys and some college men go into competitive swimming without adequate preparation. As a result, they very likely fall distinctly below their best possibilities of development, and perhaps not infrequently suffer permanent bodily injury. The committee believes this situation should be greatly improved by the "Symposium on Training for Speed Swimming," which appears in the Guide this year, in which twelve of the leading swimming authorities of the country give valuable suggestions from their experience. Chief credit for this feature of the Guide should go to Professor Nelligan of our committee, who originated the idea, and also contributed one of the articles to it.

We have put forth considerable effort in the direction of getting an accurate survey of the collegiate and scholastic swimming interests of the country. As yet our results are incomplete and, to become thoroughly reliable, the work must be carried on from year to year. Thus far we have come in touch with 170 institutions fostering organized swimming, at least forty-six of which are colleges, and nearly one-half of the latter, consisting of the larger colleges East and West, having two varsity teams, namely, a swimming team and either a water polo or water basket ball team. Seven colleges are reported to be taking up the sport for the first time this year. The results of this investigation consisting of (1) name and location of institutions fostering swimming, (2) dimensions of pools, (3) names of coaches, captains, and managers, have been embodied in the Guide in the form of a directory of swimming and water sports in schools and colleges.

The committee has also been authorized to take over the important work of supervising and standardizing the best swimming performances. A preliminary and unofficial body of national



collegiate and national interscholastic records appears in the Guide this year for the first time. The question of adequate rules governing the making of official records, embracing conditions of competition, officials and their qualifications, affidavits, proper forms to be filled out, etc., is at present under consideration, and the committee hopes to be able to announce a standard procedure in the near future. In the meantime, the committee will receive and keep on file for future official action any applications for records that may be made.

The committee acknowledges gratefully the splendid coöperation of those interested in swimming in all parts of the country. Coaches, players, and managers have been very prompt in giving desired criticism on rules, contributing articles, and supplying accurate results of meets—coöperation which indicates that the college and scholastic swimming world is keenly alive and eager to advance the sport in every legitimate way. A notable special instance of coöperation is that the Intercollegiate Swimming Association, which heretofore has always held its meetings on rules and other league matters in the fall, has agreed, through the influence of Mr. Trubenbach of our committee, hereafter to hold its meetings at the close of its schedule in the spring. This will greatly facilitate our work and will make an earlier appearance of the Swimming Guide possible. The editor of the Guide also desires to acknowledge the coöperation of President Doyle of the American Sports Publishing Company and his staff for valuable assistance rendered in certain parts of the work and for an earlier issue of the Guide this year.

It will be recalled that two years ago the National Collegiate Athletic Association empowered our committee to coöperate with other national organizations in the formation of a common code of rules, if we deemed such action desirable. Since then, representatives of the International Young Men's Christian Association have expressed a willingness to coöperate with us in such manner whenever we were ready. Thus far, however, our chief activity has been necessary in the formulation of a program of events and rules for swimming, water polo, and water basket ball, that would be adopted as the standard intercollegiate code for all parts of the country. This we feel has now been substantially accomplished, and, with a good working grasp of conditions in our own field, we believe we are now prepared to take up the advisability of the suggested joint relationship. Preliminary steps have already been taken, therefore, in the direction of a joint meeting of these committees at the close of the present season.

For the coming year your committee recommends: (1) A further perfection of the rules which we already have, on the basis of the experience of the coming season; (2) the introduction of rules for water soccer, a game which is growing in favor; (3) an early completion of the initiated standard procedure

governing official records; (4) a comparative study of the world's leading life-saving tests, as a basis for rules for live-saving contests, and as a basis for adequate universal life-saving tests, graded for schools and colleges; (5) the working out of a symposium on the best stroke for teaching beginners; (6) a compilation of the best available information on the construction, equipment, and maintenance of swimming pools; (7) further prosecution of the initiated work for a complete analysis of the various possible dives; and (8) a joint meeting with the Swimming Committee of the International Y. M. C. A.'s.

F. W. LUEHRING, *Chairman.*

## VII. COMMITTEE ON PUBLICATION OF THE RULES.

Your committee has acted in a dual capacity: as an agent in bringing new committees of different organizations together for the organization of uniform rules, and as a factor in getting the codes of rules printed and circulated.

During the past year, the National Collegiate Athletic Association rules governing track and field athletics, volley ball, swimming and water sports, and basket ball have been published under the copyright of the Association, or under a joint copyright together with the committees representing other national organizations.

The rules governing track and field sports adopted at the last meeting of this Association were published under our own copyright. There were twenty-five hundred copies printed. About six hundred of these were sent out with a letter of introduction from this committee to the athletic authorities in schools and colleges throughout the country. About five hundred have been sold, leaving on hand at the last report about fourteen hundred copies.

The copyright of the rules governing swimming and water games is in the name of the National Collegiate Committee and the American Sports Publishing Company. Two thousand copies of this book were printed. Two copies were sent to each school and college that was thought to have facilities for swimming. These introductory copies were accompanied also by letters from the committee. About one thousand copies were sold, leaving on hand about two hundred copies.

The volley ball rules are copyrighted in the names of the National Collegiate Athletic Association, the International Y. M. C. A., and the American Sports Publishing Company. Reports as to sales and so forth are not yet available.

The basket ball rules are copyrighted in the names of the National Collegiate Athletic Association, the International Y. M. C. A., and the American Sports Publishing Company.



This book was printed to be sold at ten cents instead of twenty-five cents, as was true the year before. The first edition was fifty thousand copies. The demand made two reprintings necessary, and a total of sixty-one thousand copies were issued; about fifty-eight thousand copies were sold.

All of these guides were printed and distributed by the American Sports Publishing Company. They received an average of five cents a copy from the distributing agents. On this basis, taking into account the actual cost of labor and material, and disregarding all overhead expense, each one of these books has shown an actual loss amounting to something over \$2000 for the four books.

These facts are presented to the Association for your information and as a basis for considering a change of policy, if that should seem desirable.

The committee would offer the following definition of its functions:

1. That it serve as a clearing house for the publication of all rules formulated by the collegiate rules committees.
2. That it cooperate with joint committees in the publication of their rules.
3. These functions do not imply the assumption of editorial power, but only the means of securing the advantage which would come to the Association through having one committee deal with the publishers concerning the printing of rules.

J. E. RAYCROFT, *Chairman.*

## REPORTS OF SPECIAL COMMITTEES.

### I. COMMITTEE ON THE EFFECTS OF INTERCOLLEGIATE ATHLETICS.

#### SOME ETHICAL PROBLEMS SURROUNDING INTERCOLLEGIATE ATHLETICS.

DR. J. H. MCCURDY, DIRECTOR PHYSICAL EDUCATION, INTERNATIONAL  
Y. M. C. A. COLLEGE.

The National Collegiate Athletic Association has organized this committee to study the problems surrounding intercollegiate sports. They have asked that they consider and correlate three groups of problems:

1. Health problems.
2. Scholarship problems.
3. Moral problems.

The reports this year are necessarily preliminary in character. Doctor Lee of Harvard will present a study of the Harvard oarsman. Doctor Fauver\* of Wesleyan a study of football men. Doctor Phillips of Amherst a study of scholarship. Doctor Sharp of Cornell will later present a study of some of the ethical problems. I shall present at this time a *résumé* of some ethical problems based upon a portion of my study of the last two years for the United States Bureau of Education. This section of the study is largely limited to things the faculty may do at once. It does not study the problem from the standpoint of the student, the audience, the general public, or the social problems surrounding great games and the breaking of training following the championship games.

The college until recently has only accepted responsibility for the development of a curriculum of instruction. It is now accepting responsibility for the development and regulation of a curriculum of activity which is related to health and character-building. The college has only recently realized clearly the fact that many boys go to college for something besides a scholastic education; some of them are more interested in athletics than in the literary education which the college offers.

This interest in athletics is fundamental, at least in the motor minded students. It does not stop with the beginning of vacation, but continues through the summer. The greatest division of opinion in the faculty regulation of athletics is concerning the best method of directing the play activities of college students during the summer. It is a strange psychic phenomena to have college faculties organized originally for purely scholastic purposes, and ignoring the athletic needs of their pupils, following the athletes not merely through the college year, but also during the vacation. In no other branch of education is this supervision given. Rules nine and ten of the Ohio Conference governing professionalism are observed by many sections and totally disregarded in other equally important sections of the country. These rules are as follows: "9. No student shall participate in any intercollegiate contest who has ever used, or is using, his knowledge of athletics, or his skill, for gain. *Interpretation*—In the application of this rule the words 'athletics' and 'athletic skill' shall be interpreted as including gymnastics and gymnastic skill. 10. Participation of college students in athletic sports as members of professional or semi-professional teams shall render such students ineligible to membership in college teams; a semi-professional team being one which contains one or more members who are engaged for the whole or part of the season for pecuniary compensation."

The Indiana College Athletic League, the Southern Intercollegiate Athletic Association, the Pacific Northwest Inter-

\* Dr. Fauver's report was not presented, due to his illness.



collegiate Conference, and institutions like Princeton and Pennsylvania observe similar rules. Other institutions just as conscientious have entirely different rules. The Missouri Valley Conference in rule seven says: "He shall be strictly an amateur. In baseball an amateur shall be defined as one who has not played in organized baseball under a contract recognized by the National Baseball Commission."

The Rocky Mountain Faculty Athletic Conference says: "No student shall be permitted to play in any form of intercollegiate athletics who has played under the National Commission or in any outlaw organization recognized by such Commission." Rule IX, 1.

The Southern California Intercollegiate Athletic Conference Agreement says: "They must not have instructed or assisted in instruction in athletic exercises other than as gymnasium assistant, for hire or as a means of livelihood." Rule 36.

The South Dakota Conference says: "Any student who is under contract to play baseball on a team under the 'national agreement' shall be disqualified from intercollegiate contests in all branches of athletics." Rule 9.

The Virginia Intercollegiate Athletic Association says: "No player shall play in this Association who has ever received, directly or indirectly, money or other consideration for his athletic services." "No player shall play in this Association who, while a college student, has played on a 'summer baseball team' and has received board or railroad fare, or any portion of his expenses, except when such a player is a member of a team in a town in which he has resided for at least three months previously, and is still residing, in which case he may receive his board and transportation, and these only." Article VII, Sections 7 and 9.

Beloit College Athletic Association says: "No person can compete in intercollegiate games who is using his skill for gain. This is not to cover summer baseball." Rule 4.

Brown University says: "No student shall be allowed to represent the university in any public athletic contest, either individually or as a member of a team, who either before or since entering the university has played on any baseball team under the National Agreement or in the Tri-State League. N. B.—National Agreement shall be construed to include the leagues under the Supreme National Baseball Commission, and the National Association of Professional Baseball Leagues." Eligibility Code, Rule 1.

The College of the City of New York says: "No student of the City College who has played on any semi-professional nine, or any so-called summer baseball nine, shall represent the college in any contest with an outside college or association until he has received special permission from the committee." Article II, Section 3.

Rollins College writes: "We do not bar a man for summer baseball, as every town in Florida maintains a town team in the summer and practically every boy in the state receives compensation of some sort, but we do bar men who are 'National Agreement' men."

The various rules are attempts to lay down ethical standards for fair competition. The difficulty has been in applying the Amateur Athletic Union rules which were written not for students but for young men already in gainful occupations. It would be obviously unfair for one group of young men to quit work and spend their time in athletic training, and then compete on the same basis as young men who worked all day and gave merely incidental time to training. The conditions of college athletes are entirely different; they have ample time for training during the college year, and during the summer vacation they have time which they use for recreation or for work. The group who wish to play ball merely for recreation are debarred in many cases for fear they may be playing with professionals. Most summer teams have men who are receiving or have received "some remuneration for athletic services." Those who want work and are skillful ball players often find they can play ball under a larger salary than they could secure for other temporary work, and still have an enjoyable summer with adequate leisure.

The definition of an amateur by the Missouri Valley Conference as "One who has not played in organized baseball under a contract recognized by the National Baseball Commission" is of course in direct contradiction to the generally accepted definition of an amateur. Is the amateur definition wrong? Ought the colleges to attempt to observe the present amateur law, or ought there to be an amateur law for colleges and another for young men outside college? It is clear that no amateur definition will prevent young men with leisure time from exercising their fundamental play instincts. If the only chance is on a team with professionals, they still will use it. The amateur law is wrong at least where it prevents college players from playing without remuneration on teams which may possibly have professionals. It often prevents his playing on his own home team for pleasure because some player is receiving or has received compensation. A student can never be sure under the present rule that some rival college may not dig up some information to show that he has without his knowledge played on a team on which some other player has received directly or indirectly compensation. The amateur rule is also wrong where it prevents a student from assisting in the development of amateur sport through teaching in summer camps, on the playgrounds, or as a student tutor in college intramural sport. These restrictions hinder the development of amateur sport rather than help it. In a recent study 137 colleges state that the student must be an amateur, though 105 institu-



tions allow summer baseball, apparently a great deal of which is for compensation. Many colleges have made earnest efforts to keep their teams amateur, but have found it very difficult or impossible to do under the present rules of affiliation with the amateur union. In the government study which I have been making I have included a careful analysis of the amateur definition of the Athletic Research Society and of the Amateur Athletic Union. These details have been omitted for lack of time.

The fourteen sections recommended by the Athletic Research Society and those recommended by the Amateur Athletic Union are very difficult to enforce, without a spirit of loyalty on the part of the college students towards the ideals expressed, or the employment of a detective force. The students are ignorant of these ideals in part, and only a portion of the students and faculty believe in them, or in their enforcement. The usual ethical violations of college students under the present rules are:

1. Playing summer baseball for a salary.
2. Competing with professionals or so-called semi-professionals on summer baseball nines at hotels, summer resorts, etc.
3. Teaching on summer playgrounds.
4. Teaching and coaching in summer boys' camps.
5. Private tutoring of boys in athletics in connection with other instruction.
6. Having acted as student tutors in physical education either in secondary school or college.
7. Receiving gifts of money, scholarships, or other financial aid, directly or indirectly, in order to attend a definite college because of athletic ability.
8. Acceptance of money without equivalent value in work, the so-called "snap" jobs for college athletes which are furnished by wealthy alumni or by an indulgent student body, *e. g.*, the stewardship of a college boarding club, which has been worked up by some one else.
9. Competing for a share of the gate receipts. This violation often occurs in basket ball groups of college students during the Christmas vacation.

Many college faculties have attempted to prevent summer ball playing on the part of their students, but have ignored or winked at the other violations, either because they thought the definition wrong, or because they had no time or administrative machinery to care for these violations of the amateur rule. Because of the difficulties of the amateur rule some college faculties favor simply the rigid enforcement of high scholarship rules, the one-year residence rule, and the four-year rule as the limit of competition. *The varied interpretations and lax enforcement of rules are a distinct handicap in securing good ethical standards.*

There is undoubtedly a radical difference between competition as a professional athlete, and teaching amateur secondary school or college students. This mass instruction of boys in college, in camps, or on playgrounds does not particularly fit the teacher for better competition; the standing around during the teaching in a measure unfits him for his best performances.

The professional spirit and poor ethical ideals in college athletics are fostered more by the present methods of college management than by any violation of the amateur rule. The failure, particularly in the East, to put all instruction in the hands of the faculty has fostered professionalism. The large amount of money expended per man to fit him for competition, the number of coaches per squad, particularly in football, the generosity shown athletes through scholarships, independent of scholastic ability, the earnest search for and fostering care of athletes by alumni and by the athletic associations, all these are violations of the amateur spirit. They are also against the best ethical interests of the student and the college. I have discussed somewhat at length the problem of amateurism for college men and have tried to show that the rules which apply to young men in gainful occupations do not all apply to college men and that an application of these rules is unfair and unnecessary and leads to deceit. The present rules are also the chief hindrances to the development of intramural sport in college because they prevent the use of students as tutors. College ethics and scholarship would be improved by the uniform observance of the following additional rules. Many of them are now observed in substance by a good percentage of the colleges.

#### *Scholarship.*

1. Require a passing grade in four-fifths of the students' regular college work, and class registration in not less than fifteen hours of work per week.
2. More than two subject conditions (a subject condition is one course for one term or semester) which are one term or semester old shall debar from athletics.
3. A student's notice of ineligibility shall be dated to take effect two weeks after posting.
4. A student rendered ineligible may not enter varsity competition under any conditions within four weeks of the date on which his ineligibility began or until sufficient conditions have been removed.
5. The bulletin board shall show the list of students ineligible for representation in student activities, with the date on which ineligibility begins and the date at which they may again become eligible.



6. Students transferring from another college shall be ineligible for intercollegiate athletic competition until they have made satisfactory scholastic grades for one semester.

7. Freshmen with entrance conditions shall not be eligible for any outside competition.

8. Scholarships shall be awarded only on the basis of scholarship, never on the basis of athletic ability. The inducements offered to bring students to a definite college are often a source of ethical loss to the student and college.

#### *Instructors.*

1. Instructors, coaches, and trainers shall be appointed by the college, they shall be paid by the college, and shall be responsible to the college, rather than to an athletic association. The man who must put out a winning team or lose his position is placed in a position where ethics and good sportsmanship are at a disadvantage.

2. These men shall be employed on the yearly basis, and not merely for the playing season of one team.

3. They shall serve under the department of physical education.

4. The head coach shall understand from his contract that he is equally responsible for the development of intramural and for varsity sport, unless the intramural sport is definitely assigned to another group of teachers.

5. Instructors and coaches employed shall have a college or technical training of at least three years beyond a high school education.

6. The college shall agree to furnish regularly for varsity sport not more than one instructor for each fifteen men.

#### *Remuneration.*

No student shall receive remuneration of any sort for playing on a college team. The following expenses are considered legitimate expenses for the athletic association to bear. In no case is the expense money to be paid to the athlete.

1. The difference between training table and ordinary expenses for board.

2. Traveling expenses on team trips.

3. Expenses for athletic supplies.

4. Medical expenses related to training or injuries received in practice or during the games.

5. Undergraduate students carrying full college work may act as student tutors in the physical education department and receive the average stipend for such work without interfering with their varsity athletic eligibility.

#### *Conduct and Habits.*

The faculty shall for unsportsmanlike conduct, foul tactics, or deliberate violation of rules debar the student from intercollegiate sport, or give public warning of the offense, as seems best to meet the conditions.

#### *Competition.*

No student shall compete in intercollegiate athletics until he has presented a certificate of physical fitness from a competent authority. No student after entrance to college shall play on a college team if he is representing, or has represented, during the past twelve months, any other organization, without the permission of the college authorities. No student shall play on more than one college team during any playing season, *e.g.*, track and baseball.

No student shall play on teams during more than two of the three playing seasons (fall, winter, spring).

No student shall compete in college athletics more than four years.

#### *Practice Periods, Games, and Schedules.*

1. The number of practice periods per week including games shall not exceed five.

2. The length of the practice period at the field or gymnasium for an individual student shall not exceed two hours. No additional time shall be required for discussions or conferences.

3. All varsity games shall be played on Friday afternoons, on Saturdays, or holidays, or on the afternoon preceding a holiday.

4. The period for match games in any sport shall not continue longer than ten weeks.

5. Team absences from classes for games shall not exceed six days in baseball and four days in other sports.

6. Games shall be played only with other educational institutions, unless special permission is granted by the faculty.

7. All schedules must be adopted by the faculty committee before becoming valid.

8. The schedule for football shall not include more than one game per week, or ten games per season; in basket ball and baseball the games shall be limited to eighteen per season.

9. No pre-season training in football shall be allowed.

Each college should be a member of the National Collegiate Athletic Association and assist locally and nationally in building high ideals of sportsmanship. They should recognize that varsity sport is conducted primarily for social rather than physical ends. Its chief function is to guide coöperative and team activities in ways which shall not imperil the health of the contestants.



and shall set up high ideals of sportsmanship and college conduct. The group who make the teams are chiefly those who are motor minded and would get the exercise without varsity teams. They are, under proper discipline, the leaders in the extra curricula activities. The lives they lead often set the ethical standards for the entire college. This Association is the first organization, so far as I know, to attempt the direction in a large way of extra curricula activities for moral ends. The direction of activity is in some ways as important as the acquisition of knowledge.

#### SCHOLASTIC CONDITIONS IN INTERCOLLEGIATE ATHLETICS.

DOCTOR PAUL C. PHILLIPS, PROFESSOR OF PHYSICAL EDUCATION,  
AMHERST COLLEGE.

This report is intended as a preliminary one, not exhaustive but suggestive: it is limited to sixteen somewhat representative Eastern colleges and universities. It is the purpose of the committee to follow it next year—if it is the wish of the Association—with one more complete and covering a wider territory. The data were collected for the college year 1914-1915 and revised to conform to existing regulations.

Its scope is best defined by indicating what it does not attempt to do.

It does not concern itself directly with the effects of intercollegiate athletics on scholarship, though it recognizes that scholastic regulations resulted largely from a real or fancied effect from these sports. This question has been treated in numerous addresses and papers during the past fifteen years.

It does not pretend to deal with regulations due to ethical, social, or physiological conditions resulting from intercollegiate sports, except in so far as the scholastic consideration also enters into the regulations.

It will attempt in the premises to confine itself largely to matters of fact without discussion of the specific causes leading to the establishment of the regulations or the arguments for and against them. It must, however, from the facts, and in the nature of the case, indicate the trend of opinion and usage among our colleges and universities if the group taken is an index.

It is obvious that scholastic regulations in intercollegiate athletics took their rise in an attempt on the part of faculties to so control them that they should not interfere with what was commonly supposed to be the main purpose in higher education. This seemed necessary because of the rapid growth and development of intercollegiate sport, starting about forty years ago and assuming increasingly larger and larger proportions in the eighties and nineties; social and moral problems were also

involved in many of these rulings, questions of sportsmanship and the like, but the scholastic was most prevalent and most insistent and is the one which concerns us.

It is worthy of note that in the discussions prior to the passage of the earlier regulations there was little recognition, or at least acknowledgment, of any educational value worth encouraging in intercollegiate athletics themselves, whether ethical, social, or purely scholastic. These values if granted to any form of exercise were reluctantly accorded to the calisthenics and gymnastics of the gymnasium. The redeeming functions of intercollegiate athletics according to this view were that they furnished recreation and were a safety valve for the red-blooded college student. In the opinion of many educators the safety valve red-blood argument was much overworked. Then, too, the philosophy of play had not been written. With such a viewpoint it was but natural that the earlier regulations were largely restrictive and to a degree artificial, certainly not stimulating, except infrequently for advertising purposes. It seemed to the educators that reins were desirable for spirited horses, but a whip and a lump of sugar were unnecessary; a more intelligent and sympathetic attitude is evident in the regulations of later years, although the other viewpoint still lingers. The plan to bring intercollegiate athletics into proper proportion to the college curriculum resulted in scholastic limitations along three main lines: the time consumed, the energy expended, and the scholarship affected. It also contained a campaign of education on the ideals which should be entertained by a student in college.

With this introduction as a background, we may perhaps more intelligently interpret the main existing regulations in the following colleges: Columbia, Harvard, Yale, Cornell, Princeton, Brown, Dartmouth, Tufts, Middlebury, Colgate, Bates, Trinity, Bowdoin, Wesleyan, Williams, and Amherst.

The terms used in the questionnaire sent out are fairly standardized in our colleges today, but in some cases differences of administration and in terminology made comparison difficult. A conscientious attempt has been made in each case to make the results comparable. The size of the institution is the chief basis for differences in regulations, consequently the colleges have been divided into, and will be referred to in, three groups. In the first group are placed Columbia, Harvard, Yale, Cornell, and Princeton; in the second, Brown, Dartmouth, and Tufts; and in the third, Middlebury, Colgate, Bates, Trinity, Bowdoin, Wesleyan, Williams, and Amherst.

1. *Matriculation.* All the institutions on the list require that a student to participate in intercollegiate athletics should be matriculated and carry the required number of hours for his



class. This is generally at least fifteen hours per week; in the case of some specials and graduate students it is as low as twelve.

*Entrance Requirements.* Of evident scholastic bearing has been the requirement for entrance to college. This has been much simplified by the requirements of the Carnegie Foundation and of the various entrance boards, and is expressed in the standard units required for entrance. Of the list, two require fourteen points; seven, fourteen and one-half points; four, fifteen points; one, fifteen and one-half points; and one, sixteen points; all but one in the first group requiring fifteen points or over.

Under this requirement out of fourteen replies: six require four years of Latin for admission to the B. A. course; six require three years; one requires none; and one requires three years of both Latin and Greek.

Three of the sixteen colleges have no B. S. course. Of the thirteen which do, only one has a Latin requirement and that one requires three years.

2. *Scholastic Eligibility.* a. *Regulations regarding Freshmen.* Largely because the unusual distractions of the first year in college seemed to interfere seriously with scholarship, the so-called Freshman rule was introduced about a decade ago. This rule excludes Freshmen from participation in intercollegiate athletics on varsity teams. In most of the institutions, however, they may represent the college on Freshman teams. In none of the first group of five universities are Freshmen allowed to play on varsity teams; in the second group of three, Freshmen are allowed on varsity teams in two institutions, in one under the same conditions as upperclassmen, in the other, under more strict conditions; they are not allowed on varsity teams in the third. In the last group of eight, out of seven replies, four allow Freshmen on varsity teams under the same scholastic conditions as for upperclassmen. They also allow them in intercollegiate competition on Freshman teams. The other three allow Freshmen to compete on varsity teams only in the second semester. In two of these three colleges they may compete under virtually the same conditions as upperclassmen, they may also compete in the first semester on Freshman intercollegiate teams to a limited extent. In the third college, Freshmen are not allowed to compete in the second semester if they have an entrance condition or any incomplete work from the first semester, or an average grade below 70 per cent; i.e., they must be absolutely clear to date and have attained diploma grade.

b. *Regulations regarding special students.* Twelve replies. Of these one college has no rules regarding them, three colleges have no specials, five require a year's residence and then eligibility as for others, one allows them to compete when carrying fifteen hours of work, two do not allow them to compete.

c. *Regulations regarding students dropped into a lower class*

*for reasons of scholarship.* Eleven replies. One college reports no rules, one treats them as if on probation, one requires a record of 60 per cent for a year, one specifies that they must be promoted before becoming eligible, one requires successful completion of one term's work; six require the successful completion of a year's work.

d. *Regulations regarding the number of delinquencies which debar.* The unit is generally a semester course, usually three hours, and in most cases entrance conditions count as delinquencies. Fourteen replies. In seven cases, two semester delinquencies debar, in one case two delinquencies debar except for minor sports, in one case two college delinquencies or three entrance conditions debar, in four cases being on probation debars, in one, if work is unsatisfactory.

e. *Regulations regarding intra-term standing.* Eleven replies. In two cases three failing marks debar, in one, two failing marks, and in one, one failing mark; in three, unsatisfactory work, in three, if on probation, and in one, if under warning.

*Regulations regarding eligibility of students in graduate schools.* Eleven replies. Of these three have no graduate schools. Of the remaining eight, three allow graduate students to compete on varsity teams, in one case with no special conditions, in one case, if they carry eight hours a week, in the third under certain conditions not named. The remaining five do not allow them to compete.

*Regulations regarding make-up examinations.* Only four replies. In three of these the statement is made that any incomplete work constitutes a delinquency. In one of these four make-up examinations are given but once a year, in another twice a semester, from the other two no replies.

*Regulations regarding students entering from other colleges.* Fifteen replies. In all cases a year's residence is required if the student has represented in athletics the college from which he comes, in several of these cases also if he has been registered at the former college, in one case if he has won his letter at the former college.

*The amateur rule.* Thirteen replies. Nine have the amateur rule, one writes yes, except in baseball, three do not have an amateur rule. All five of the institutions in class one have the amateur rule.

*Regulations regarding total number of years a student may compete in athletics.* Fourteen replies. The rules are differently worded, but there is virtual agreement in allowing students to compete in intercollegiate athletics but four years or, in case the Freshmen are ineligible, but three years. This number is reduced in each instance by the number of years in which they have represented other colleges or universities.

3. *Regulations regarding amount of time allowed for athletic*



*games.* All of the thirteen replies received to this question indicate that the faculty have control over schedules both as to number of games, time consumed by them, and distance traveled. Probably the other four would indicate the same condition as existing.

The methods used by faculties in regulating schedules have been along two main lines (a) by placing a numerical limit to the number of games with, in some instances, a special limit to the number of trips, and (b) by limiting the absence from college that a schedule might require, *i.e.*, the number of college days. In some colleges a combination of these methods is in vogue. In one college a definite limit is placed on the distance from home that a team may go. While statistics are not available here, the custom prevails quite generally of not approving schedules which would require any student to exceed the allowed number of absences in any subject.

Although definite regulations exist in almost all these colleges covering the main conditions of schedules as they affect scholastic work, as a rule the schedules are taken up separately and approved on their merits, because many considerations enter into the decision, not only those of the team, but of the student body generally, such as the hour for home games, absence from the opening or closing of college, excessive absences in one or another department, the amount of physical energy required in certain sports, congestion of trips or games at certain periods, and the like. Disregard of these might countenance a schedule which would seriously interfere with academic work.

No attempt has been made to ascertain the regulations of these institutions covering the number of sports in which a student may represent them during any one year. In most cases such rules exist, sometimes framed by members of the faculty for scholastic reasons. Some of them are based on the point system. It would be of interest to collect and publish these statistics.

There has been a growing tendency of late years on the part of faculties to avoid special legislation for athletics and to classify together all student activities, adapting the regulations to the amount of interference with college work. This classification, theoretically, at least, seems logical and wise.

#### THE EFFECT OF ATHLETICS ON THE HEART: THE ATHLETIC HEART.

ROGER I. LEE, A. B., M. D., PROFESSOR OF HYGIENE IN HARVARD UNIVERSITY.

Somewhat over a year ago I reported the preliminary studies that we were making in order to prove or disprove the much mooted question of the athletic heart.

Inasmuch as popular attention had been particularly focussed on the sport of rowing as a frequent cause of athletic heart, and since one of the great universities had abolished rowing on ac-

count of its alleged injurious effect upon the heart, it was decided to start the investigation on the oarsmen.

A search through the literature showed that there was no agreement among physicians as to what constituted an athletic heart. If the heart deviated in any way from an arbitrarily assumed standard of normality, it was at once judged abnormal. If the possessor of such a heart had ever participated in athletics he was at once accused of having an athletic heart. Further investigation showed that there was by no means unanimity of opinion as to what constituted a normal standard. Even text-books of medicine, usually regarded as final authorities, differed widely as to the limits within which a heart may be normal. The estimation of the blood pressure is frequently spoken of as being a fixed and absolute criterion of cardiac activity, and yet I have been able to show that, in two thousand students, 20 per cent presented a reading which could be interpreted as abnormal when measured by the so-called generally accepted normal standards.

It became increasingly evident to me that the observations of the past upon which the diagnosis of athletic heart was founded must be disregarded and the whole subject reopened to critical investigation.

Very fortunately within recent years a number of instruments of precision have been devised which have enabled us to interpret more accurately apparently abnormal findings in the heart. There are instruments by which we can make graphic records which can subsequently be studied. We have been able to study graphically not only the cardiac rhythm, but the nature of that rhythm, and even the electrical discharges generated in the heart. The use of the instruments of this group, the polygraph and the electrocardiograph, has demonstrated beyond any doubt that the usual cardiac irregularities upon which the diagnosis of athletic heart is usually based are of no particular significance, and are in no way related to physical exercise, but rather to increased nervous sensibility.

These irregularities occur frequently in all walks of life and are by no means limited to athletic individuals. It is unfortunately true that many physicians make a diagnosis of heart disease on the basis of irregularities of the heart, particularly perhaps "skipped beats," although the polygraph and the electrocardiograph now teach us that such irregularities are entirely consistent with a normal heart. There are, of course, certain forms of cardiac irregularity which denote a damaged heart, but, as far as I know, such irregularities have not been described in the so-called athletic heart. Even this short survey will indicate how necessary it is with respect to one particular symptom, that is, cardiac irregularity, to reinvestigate the subject of athletic heart. The fact that no entirely satisfactory and accurate instruments of precision have as yet been developed does not permit, within the limitations of this communication, a similar discussion of variations in the pulse



rate and the presence of murmurs. I have already suggested that variations in blood pressure, unless very carefully controlled, may not be of such dire significance as might be assumed at first glance.

At Harvard we elected to make an intensive study on the size of the heart. It is frequently stoutly asserted that athletics cause an enlarged heart, and in fact cardiac enlargement is one of the important findings upon which frequently the diagnosis of athletic heart is based. Here again, it became necessary to disregard almost entirely the earlier findings as to the size of the heart.

These findings were based on the usual method of cardiac examination, namely, percussion. Such findings assume that the examiner can outline with reasonable accuracy the size of the heart. Obviously such a method introduces a tremendous factor of personal equation. Since the standard text-books vary widely as to the normal situation of the cardiac borders, it is evident at once that this method cannot be unreservedly accepted. It is unquestionably true that the skilled examiner in many instances can accurately outline the heart. Yet I have recently collected data on cardiac measurements which were made by a group of skilled internists who were engaged in teaching physical examination to medical students. These data were so conflicting as to convince me that the general statement of slight cardiac enlargement as determined by the usual method of percussion can only be accepted with considerable reservation. We have, fortunately, a method, which, if not as yet entirely perfected, nevertheless is capable of furnishing reasonably precise and accurate measurements. I refer to the examination of the heart with the X-ray. When this examination is carried out with adequate controls, one can secure measurements which are sufficiently reliable to contrast the findings, not only with the normal, but also with subsequent findings. In our hands the method has proven reliable and satisfactory. It is a method, however, that requires certain fixed standards, particularly accurate position, stage of breathing, and the distance of the X-ray tube from the subject. It is by no means sufficient to have an X-ray plate taken under convenient conditions. For example, unless the X-ray tube is at a distance of seven feet, the diverging rays will produce an enlarged and therefore distorted shadow of the heart on the plate. Such a picture will not represent the actual size of the heart.

A year ago we were able to report that the hearts of men who had been rowing for two to four years were essentially of the same size as the hearts of men who had been rowing over ten years. We found that the hearts of the freshmen candidates for their class crew before the rowing season were only a little smaller than those of the older oarsmen. This difference could easily be attributed to obvious differences in age and development.

We have now continued these studies, and we find that the

hearts of a group of five of the oarsmen when examined shortly after the New London races are practically of the same size as when they were examined in February before active training. The exact difference was an average of 0.6 cm. (or  $6/25$ , practically  $1/4$  inch) less in width, and 0.2 cm. (or  $2/25$ , or practically  $1/12$  of an inch) less in length.

In the last part of May, 1916, we re-examined fourteen members of the varsity crew. On ten of these men we had previous records. The time was selected since it might well be assumed that in the last part of May the training was at its height. The average of these fourteen men was identical in respect to the width and length of the heart with the average of a group of sixteen examined in February, 1915, and identical with the average of the ten on whom we had previous records. In other words, when their hearts are examined either before the active training season or at the height of the training no appreciable differences in size can be discovered.

We expect to continue this investigation along these same lines and hope to be able to settle definitely whether participation in rowing does or does not cause enlargement of the heart.

I want to point out again that this investigation scrutinizes only one of the signs and symptoms generally present in the so-called athletic heart.

We have made certain other observations with the polygraph and electrocardiograph, and with the sphygmomanometer. These observations so far have failed to disclose any cardiac abnormality. Our findings do not absolutely eliminate the possibility that the heart may be damaged in other ways. They merely indicate that the use of one satisfactory and accurate method of precision fails to disclose cardiac enlargement.

Our findings must be confined to the rowing system at Harvard University. Certainly on theoretical grounds it might be logically argued that another system of training might bring greater stress upon the heart, and that the findings under other systems might be different from ours.

Our investigations should not be interpreted as indicating that medical supervision over athletics is not necessary.

At Harvard University men showing any degree of damage of the heart are not allowed to indulge in competitive rowing. The men are kept under careful and trained medical supervision. These factors should be born in mind in the interpretation of our results and in their application to other universities.

However, it can be emphatically stated that the athletic heart when subjected to the careful investigation of instruments of precision is usually shown to be a normal heart. A good proportion of the oarsmen examined had been told previously for one reason or another that they were suffering from athletic hearts;



yet our investigation failed to confirm the presence of any abnormality that was not entirely consistent with a normal heart.

I see in the course of a year many young men who are carrying the burden of a diagnosis of athletic or strained heart. Thus far, in the absence of a previously damaged heart due to some inflammatory condition of the valves, I have been unable to confirm the diagnosis of an abnormal heart. My feeling is that much harm is being done by the popular impression that athletics are a frequent cause of heart disease. I have tried to show that in some aspects at least this diagnosis has been based upon incorrect criteria. I find considerable comfort in the vigorous statements of Sir James MacKenzie, the eminent English authority on heart disease, that he doubts the existence of the athletic heart; he refers to it as "an unfortunate bogey."

It is not possible to dispel this bogey at once, neither is it probably desirable. It is necessary that for the welfare of college students who are participating in athletics further intensive investigation should be carried out and every effort should be made to determine whether in athletics there lurks any possible damage to the heart of the participant. There is ample opportunity for further investigation in this important field in which my own studies refer intensively only to a part.

## II. COMMITTEE ON THE REVISION OF THE CONSTITUTION.

The committee made the following recommendations:

### I. *The Constitution.*

Article II to be omitted, and in its place to be printed the following: "Its object shall be to study various important phases of college athletics, to formulate rules governing athletics, and to promote the adoption of recommended measures, in order that the athletic activities in the colleges and universities of the United States may be maintained on an ethical plane in keeping with the dignity and high purpose of education."

Article III. Section 2. Omit the third sentence, "It is desirable that application for joint membership be made to the president or secretary at least one month before the date of the annual convention."

Article IV. Section 1. Change "eight districts" to "nine districts," the details as to the eighth and ninth districts and other possible changes to await the report of the special committee on redistricting.

Article V. Section 1. Change the wording to be "who shall call a meeting of the Executive Committee whenever necessary, and a meeting of the Association when requested in writing," etc. Section 4. Add the words, "which shall be printed in the annual proceedings."

Article VI. Section 1. After the words, "the last week of December" add "or the first week of January."

Article VIII. Section 1. Change the wording from "agree to take control of," to "agree to control." Omit Section 2.

## II. *By-Laws.*

Article I. Omit the first two items of the Order of Business, and change the numbering of the others.

Article II. After the first paragraph add the sentence, "Joint members shall pay the same fee."

Article V. Section 1. Instead of the words "rules for the playing of the games of football and basket ball," read "rules for the playing of games," etc.

Article VI. Omit (2 b) "The playing of those ineligible as amateurs."

Article VII. Omit the elaborate set of eligibility rules which are printed here merely as a suggestion to colleges, and insert in place of it a statement that copies of the suggested rules will be sent on request to any college desiring them.

The report of the committee was accepted, except for the recommendation that (2 b) under Article VI of the By-Laws be dropped. It was voted to retain the words "The playing of those ineligible as amateurs," and to endorse and to print the following definition of an amateur compiled by the Athletic Research Society: "An amateur athlete is one who participates in competitive physical sports only for the pleasure, and the physical, mental, moral, and social benefits directly derived therefrom."

## III. COMMITTEE ON REDISTRICTING.

The committee recommended that North Dakota be dropped from District Five and added to District Six; also that California, Oregon, Washington, Idaho, and Montana be taken from District Eight and made into a new District Nine, leaving in District Eight Wyoming, Colorado, Utah, and Nevada.

## MISCELLANEOUS BUSINESS.

A communication was read from the Conference Committee on National Preparedness, asking the convention to go on record by adopting a set of resolutions similar to those forwarded, favoring proper preparedness on the part of the United States. The communication and the proposed resolutions were referred to a committee consisting of Dr. G. W. Ehler and Professor H. A.



Farr. The committee recommended the adoption of the following resolution, which was unanimously adopted:

*Resolved*, that this convention call upon all affiliated persons to give their active support to the cause of national defense, to the end that the nation shall be assured of immunity from invasion, and that all members be urged to emphasize the necessity of physical preparedness upon the part of each individual.

Professor W. C. Lowe, of Syracuse University, brought up for consideration the growing practice of college men playing in post-season professional football games, frequently on Sunday. Doctor von den Steinen reported that the practice was becoming quite prevalent in Ohio. A committee was appointed to consider the matter, consisting of Dean Howard McClenahan, of Princeton University, Doctor von den Steinen, of Western Reserve University, and Professor Lowe, of Syracuse University. The committee presented the following report, which was adopted:

*Resolved*, that the National Collegiate Athletic Association condemn unreservedly the professionalization of athletics produced by the participation of ex-college, college, and school players, in professional and so-called semi-professional football games.

*Resolved*, further, that the National Collegiate Athletic Association bring this unfortunate practice to the attention of the member colleges of this Association and recommend to them the adoption of stringent measures for the prevention of this evil practice.

*Be it further Resolved*, that this Association urgently recommend to the member colleges that in case any official of any college should obtain information affecting the amateur standing of any athlete in any other member college, that official shall feel at liberty, even in duty bound, to report the matter at once to the proper official of the college to which the student concerned belongs.

On motion of Professor T. E. French, the Association adopted the following resolution:

Whereas, the Association has been grieved to learn of the death of Professor A. G. Smith, of the University of Iowa, who was one of the pioneers in intercollegiate athletic control, a delegate to this Association, its vice-president in 1910, and for fourteen years an honored associate in the Western Intercollegiate Conference, be it

*Resolved*, that we record with profound sorrow the death of Professor Smith and recognize our loss of his influence and counsel, and further

*Resolved*, that the sympathy of this Association be expressed to the family and to the faculty of the State University of Iowa.

On motion of Professor A. A. Stagg, of the University of Chicago, it was voted that the Executive Committee be requested to petition some one of the foundations that are engaged in the study of educational questions, to inaugurate an athletic survey of the colleges and the secondary schools of the United States from a moral standpoint.

The decision as to time and place of the next meeting was left with power to the Executive Committee.

The secretary was requested to extend to the management of the Hotel Astor the thanks of the Association for their generosity in furnishing accommodations to the Association free of charge.

## APPOINTMENT OF COMMITTEES.

On nomination of the Executive Committee, the following committees were appointed:

### *Association Football Rules Committee.*

J. A. Babbitt, Haverford College; P. S. Page, Phillips Academy, Andover; G. W. Orton, University of Pennsylvania; C. L. Brewer, University of Missouri.

Advisory Committee: W. F. Garcelon, Harvard University; T. A. Storey, College of the City of New York; R. T. Abercrombie, Johns Hopkins University; Thomas Bragg, Alabama Polytechnic Institute; T. F. Moran, Purdue University; H. J. Huff, Grinnell College; P. H. Arbuckle, Rice Institute; H. C. Parmelee, Colorado School of Mines; C. V. Dymont, University of Washington.

### *Basket Ball Rules Committee.*

J. E. Raycroft, Princeton University; James Naismith, University of Kansas; Ralph Morgan, University of Pennsylvania; L. W. St. John, Ohio State University.

Advisory Committee: Oswald Tower, Phillips Academy, Andover; Lory Prentiss, Lawrenceville Academy; H. J. Sturdy, St. John's College; J. J. Tigert, University of Kentucky; L. J. Cooke, University of Minnesota; R. G. Clapp, University of Nebraska; L. T. Bellmont, University of Texas; J. N. Ashmore, University of Colorado; J. F. Bohler, Washington State College.

### *Football Rules Committee.*

F. W. Moore, Harvard University; Walter Camp, Yale University; Parke H. Davis, Princeton University; Carl Williams,



University of Pennsylvania; A. H. Sharpe, Cornell University; Paul J. Dashiell, U. S. Naval Academy; A. A. Stagg, University of Chicago; E. K. Hall, Dartmouth College; H. L. Williams, University of Minnesota; J. A. Babbitt, Haverford College; Lieutenant G. H. Franke, U. S. Military Academy; C. W. Savage, Oberlin College; S. C. Williams, Iowa State College; W. A. Lambeth, University of Virginia.

#### *Swimming Rules Committee.*

F. W. Luchring, Princeton University; D. B. Reed, University of Chicago; R. F. Nelligan, Amherst College; C. D. Trubenbach, Columbia University.

Advisory Committee: H. A. Farr, Yale University; G. H. Daley, Union University; H. H. Lanagan, University of Virginia; E. P. Frost, University of Tennessee; C. A. Hyatt, University of Wisconsin; Z. G. Clevenger, Kansas State Agricultural College; W. L. Driver, Agricultural and Mechanical College of Texas. (Professor Frost has asked to be excused from service on this committee, and the Executive Committee will appoint some one in his place.)

#### *Track Rules Committee.*

F. R. Castleman, Ohio State University; J. L. Griffith, Drake University; Romeyn Berry, Cornell University.

Advisory Committee: W. F. Garcelon, Harvard University; T. N. Metcalf, Columbia University; Kent J. Brown, University of North Carolina; F. H. H. Calhoun, Clemson Agricultural College; Thomas Jones, University of Wisconsin; W. O. Hamilton, University of Kansas; B. G. Owen, University of Oklahoma; H. W. Hughes, Colorado State Agricultural College; A. D. Browne, Oregon State Agricultural College.

#### *Committee on Publication of the Rules.*

J. E. Raycroft, Princeton University; J. H. McCurdy, International Y. M. C. A. College; Louis Bevier, Rutgers College.

### ELECTION OF OFFICERS.

In introducing its report, the Nominating Committee presented the following statement:

"Your Committee on Nominations desires to preface its report with a recommendation that the secretary of this organization be instructed to record on the minutes of the association the fact that we, the members of the National Collegiate Athletic Association,

sincerely and unanimously deplore the decision of Dean Briggs to withhold his name from renomination for the office of president of this association,—an office which he has filled these several years with such dignity, high idealism, tact, and practical sympathy, as to merit our highest praise and warmest appreciation.

"When foreign service made it impossible for Major (then Captain) Palmer E. Pierce to continue his duties as president of the National Collegiate Athletic Association, Dean Briggs reluctantly consented to take up the difficult work, actuated by a noble spirit of service and impelled by a real love for the cause of pure athletics.

"His intimate knowledge of athletic conditions and his enthusiasm for their improvement, his patience, his belief in the principle of coöperation, his wealth of kindly humor, common sense, and good judgment, are only a few of the rare qualities which have characterized his invaluable services in the direction of the work of this Association.

"To the sense of satisfaction which the successful completion of the task of bringing the Association through doubtful years to a position of national importance must bring to Dean Briggs, we desire to add an expression of our fullest appreciation not only of the results attained, but also of the personal sacrifice which his service has cost.

"Our reluctant acceptance of Dean Briggs's decision is accompanied by a regret that is made the more keen by the fact that this action of our retiring president is due even in part to considerations of health.

"In behalf of the Association your committee expresses the sincere hope that these adverse conditions may soon permanently disappear, and that we may long benefit by the presence, the advice, and the friendship of Dean Le Baron R. Briggs."

The convention, by a rising vote, unanimously accepted the report and declared its approval of the resolutions.

The committee nominated the following officers, which by vote of the Association were declared elected: President, Major Palmer E. Pierce, U. S. A.; Vice-President, Professor Samuel W. Beyer, Iowa State College; Secretary-Treasurer, Professor Frank W. Nicolson, Wesleyan University.

Executive Committee: First District, Professor C. L. Maxcy, Williams College; Second District, Professor Erastus Palmer, College of the City of New York; Third District, Director R. T. Abercrombie, Johns Hopkins University; Fourth District, Professor H. E. Buchanan, University of Tennessee; Fifth District, Professor C. D. Coons, Denison University; Sixth District, Professor George W. Bryant, Coe College; Seventh District, Director



W. L. Driver, Agricultural and Mechanical College of Texas; Eighth District, President H. C. Parmelee, Colorado School of Mines; Ninth District, Professor A. D. Browne, Oregon State Agricultural College.

#### EVENING SESSION.

The Association reassembled at 8 p.m. Addresses on "Proselyting" were presented by the headmasters of five prominent secondary schools of the country. These addresses will be found printed in full in a later part of these Proceedings.

On motion, the convention adjourned, to meet at the call of the Executive Committee.

FRANK W. NICOLSON, *Secretary*.

#### PAPERS PRESENTED AT THE ELEVENTH ANNUAL CONVENTION OF THE NATIONAL COLLEGIATE ATHLETIC ASSOCIATION.

##### I. THE PRESIDENT'S ADDRESS.

DEAN LE BARON R. BRIGGS, HARVARD UNIVERSITY.

Let me begin with a personal word. When your real president was ordered off with his regiment, I was suddenly transformed from a new delegate to a temporary chairman, and as suddenly transformed to a president. For the presidency thus thrust upon me I have three qualifications: purposes not base, no axes to grind, and no desire of the office as such; and several disqualifications, among them a physical condition lasting many years which renders me, though hard to kill, unable wisely to attempt the kind of thing I attempt for this Association. Therefore, with gratitude for your courtesy and kindness, and with sincere regret at leaving a position which brings so many friendships and such high opportunities, I ask you not to think of me as a candidate for reelection. There are men with all my negative qualifications, and with qualifications more positive. Kindly choose one of them, permitting me, before I go, to sing, as it were, my swan-song in a few remarks by no means new about the aims of our Association, as I see them, and the ideals of athletic sport.

##### *Faculty Control.*

The National Collegiate Athletic Association, though not binding a single one of its members to anything in particular, has expressed itself as favoring faculty control in college athletics. There is a sense in which every faculty controls the athletics of its college, since every faculty controls the students who take part in the athletics of its college. Even when athletics are nominally turned over to the undergraduates, as they once were at Yale, the possible intervention of the faculty is a potential check. When they are turned over to a committee made up partly from the faculty and partly from undergraduates or alumni or, as at Harvard, from both, the check is more constant and more imminent. The Harvard Faculty, though it cannot vote to discontinue intercollegiate football, may cut off the supplies from that sport by voting that no Harvard student shall play intercollegiate football, or that no Harvard student shall play intercollegiate football if the committee continues to do, or refuses to do, this or that. Such an extreme measure, though theoretically possible, and threatened now and then, would scarcely be adopted by any faculty that had



not for the moment lost its perspective. The committee, like a defeated ministry, would resign, and unlike a defeated ministry, would have no enduring successor. Only the anti-athletic militant would step into shoes vacated by the old committee; and the anti-athletic militant would step quickly out—a chastened man, or an embittered one, according to his disposition. Then the whole faculty would be in full and detailed control, a state of things so inconceivably bad as to be barely possible. What appears to be the rational system of faculty control is closely related to the doctrines of the recent Yale report on the cost of athletics and the objections to professional coaches. The time when boys at college, after playing with each other for pure fun, played for pure fun with boys from other colleges is about as likely to come again as the Golden Age, which it is believed to have resembled. Nowadays even little children are not suffered to play without direction and the forcing of the play into some educational system. In the highly developed sports of college students, there must be some steady controlling power such as cannot be demanded of amateur graduates, who presumably have to earn their living and cannot devote their time to the gratuitous coaching of college teams. With notable exceptions, amateur coaches are inconstant and transient, tempted to graft, unable, for want of time and of tenure, to carry out a well-considered policy. There are still some of us who may take a lesson from those of you who put athletic sport where it belongs, recognizing the men who have charge of it as educators in spite of themselves, determining that no man shall have charge of it who is not fit to be an educator, and choosing men of sound knowledge whom they are not ashamed to make professors in their faculty. Such men are professionals, as every salaried officer of the college is a professional, and in no other way. Despite the principle of supply and demand, there may be reasons why the athletic coach should not receive three times as much salary as the professor of Greek; but there is no inherent reason why he should not hold a position of equal dignity. He can do more good than the professor of Greek, and a great deal more harm. Thus faculty control in athletics should be like faculty control in Greek or economics or chemistry—not intervention in details, but that power of adjustment in common interests which may fitly be exercised over a department of physical education—a department composed, like other departments, of experts, or of persons engaged as such. Faculty control, then, in the best sense, means taking the coaches into the faculty team. It means also choosing coaches who are not out of place therein. There is no more reason why the teacher of football should curse his pupils than why the teacher of Greek should curse his, who may be quite as exasperating; and there is every reason why the leader whose manners and conduct are more catching than any other's should lead straight, whether on or off the field.

### *Playing the Game.*

It is sometimes assumed for convenience that a decent game accompanied by decent language and by not much language of any kind is a spiritless thing—as if self-control were identical with inertia. Last September I saw the Boston Braves play a double-header with Brooklyn, when the Braves, crippled by the loss of several men and tired by extra games, were in the worst slump of the season. Their playing on that day was, in the good country phrase, "powerful weak." One of their outfielders, charged in the score with no error, was so dead and alive that when at last he secured a very gentle fly, he was cheered derisively and was requested to doff his cap. The indomitable little shortstop, with a plaster on his broken nose, played ball, as he usually does; but he was a marked exception. The next morning the facetious correspondent of the *Boston Herald*, commenting on the general debility of the game, remarked that "If the famous apostle of dignified baseball had been present, he would have wept tears of joy." Who the famous apostle was, I have no means of knowing; but I think he would have felt as I felt—so disgusted with the game as to wonder whether he should need another for some weeks. Disgusted with want of play, not with want of talk. In the empirical psychology to which athletic contests are exposed, the player who on the field says the same two or three stupid things over and over and over again, is said to have "pep" and to be constantly encouraging his men. Last year in a team that represented an institution of learning, a (physically) well-made man stood on the coaching line and shouted to the batter, "See if you can't kiss one, old kid." This form of address, though lacking in æsthetic sensitiveness, is otherwise harmless. The "famous apostle," whoever he is, would say, I suspect, that it achieves vulgarity without achieving either efficiency or spontaneity, but that his chief concern is in preaching the self-evident doctrine so ably preached by President Taft last year, that a man can play baseball and football whole-heartedly and brilliantly without being either a mucker or a thug. This doctrine, to which men once closed their ears and their eyes, is steadily advancing. On its ultimate triumph depends the salvation of the most popular intercollegiate sport. Toward that triumph the new Football Code of the Rules Committee is no slight contribution.

### *Belief in Each Other.*

So ingrained is our distrust in the sincerity of athletics that an athlete warranted eligible is much like a horse warranted sound. Last year, when five Yale players were declared ineligible, and when some Harvard men who thought there were extenuating circumstances expressed in public the hope that Yale would let



them play, a current comment, I am informed, was that "Harvard must have a lot of bad cases herself." The Yale-Princeton-Harvard conference last year and the agreement resulting therefrom are steps toward that complete confidence which in the end must lift athletic negotiations out of politics into sportsmanship. Let us pursue the ideal, first of honest and generous preliminary arrangements; next, of a game played heart and soul, not mouth and fist; played by sportsmen, not sporting men; by gentlemen, not muckers; played in that perfect democracy which brings together on equal terms men of all families and all races, chosen for nothing but character and skill; played by men who are not beaten till the last man is out or the last whistle blown, and are never beaten in the next game because they have been beaten in the last; played, also, by men who have learned from their coaches, their committees, and their faculties, as well as from their inborn and no longer corrupted sense of justice, that though it is good to beat an opponent hard, it is inexcusable not to use him a little better than you use yourself, not to trust him a little further than you trust yourself; by men who have learned, also, that in athletics your opponent is either your host or your guest, and that your warmest rival is your warmest friend.

## II. COLLEGE ATHLETICS AS RELATED TO NATIONAL PREPAREDNESS.

MAJOR PALMER E. PIERCE, U. S. A.

"I cannot recommend to your notice measures for the fulfillment of our duties to the rest of the world, without again pressing upon you the necessity of placing ourselves in a condition of complete defence, and of exacting from them the fulfillment of their duties toward us. The United States ought not to indulge a persuasion, that, contrary to the order of human events, they will, forever, keep at a distance those painful appeals to arms with which the history of every other nation abounds. There is a rank due to the United States among nations, which will be withheld, if not absolutely lost, by the reputation of weakness. If we desire to avoid insult, we must be able to repel it; if we desire to secure peace, one of the most powerful instruments of our rising prosperity, it must be known that we are at all times ready for war."

Of all the messages of George Washington to his well-beloved country, none was wiser and none more unheeded than this. Although the history of the United States, as well as that of other nations, accentuates the truth of his words, yet our people are

just beginning to consider seriously a *condition of complete defence*. Preparedness has been forced into the foreground of our national consciousness by the logic of events occurring in the great European war.

I wish to bring to your attention to-day one phase of national preparedness that so far has been given scant consideration in our land, viz., physical preparedness. Last July, Congress enlarged the army and navy, and provided for a mobilization of the resources necessary in time of war. A "Council of National Defense" was established. One of its functions is stated to be "to supervise and direct investigations and make recommendations as to the mobilization of military and naval resources for defense." It has been held by the learned Judge Advocate General of the Army that this pertains to *personnel* as well as to *matériel*.

Certainly one of the greatest resources of a nation is a large number of healthy citizens. Men capable of bearing arms are a necessity for national prosperity in time of peace, and security in time of war.

The ancient Greeks realized this. Sparta owed her ascendancy in the Greek hegemony to the development of the principle of the necessity of physical fitness among her people. No other state has gone so far in this respect. Under modern conditions the extreme measures taken by the Spartans to secure citizens capable of bearing arms would be impracticable. The killing at birth of children physically defective was only one of the many harsh measures used by these ancients. Modern civilization goes to the other extreme in its efforts to prolong human life, however unfit it may be to continue and propagate its kind.

Socrates expressed the underlying thought of the Greeks in this matter when he said: "No citizen has a right to be an amateur in the matter of physical training. It is a part of his profession as a citizen to keep himself in good condition and ready to serve his state at a moment's notice."

So long as this ideal prevailed, Greece prospered. When her gymnasia got into the control of professionals and the mass of the people became merely idle spectators of games, she began to degenerate physically and morally. Her citizens lost capacity for service to the state. As a result, the state became an easy victim to the more virile Romans.

In turn, however, the latter became the devotees of idleness and debauchery. Physical and moral degeneracy naturally resulted. One of the symptoms of this degeneracy was that the carrying on of war was committed to other than Roman hands.

"Now in the names of all the gods at once,  
Upon what meat doth this our Cæsar feed  
That he is grown so great? Age, thou art sham'd!  
Rome, thou has lost the breed of noble blood."

(Julius Cæsar.)



Switzerland is an example of a modern state that implicitly believes in the precept of Socrates that a citizen should keep himself in good condition. Physical preparedness is not the least of the assets of this small country which is so surrounded by powerful military neighbors that every national resource has to be fully developed in order to insure it against attack. Comparative poverty, a mountainous country, and a general outdoor life have developed a wonderfully sturdy physique among the Swiss. Furthermore, it is considered more or less a disgrace to be found unfit for duty. Napoleon said, "Poverty breeds good soldiers." In this little sovereignty we so much admire, the temperate, healthy, open-air life produces citizens capable of bearing arms. Switzerland has been thus far immune from the devastating effects of the great European war. The organization of all her resources has resulted in an effective insurance against aggression. If Belgium had been as well prepared, in all probability her territory would not have been violated.

All history shows that a healthy state requires a healthy citizenry. Just as soon as the inhabitants of a country begin to degenerate physically, decay sets in all around and the existence of the state is endangered. This was true in Greece and in Rome. No remedial measures having been introduced, the sovereignty of these great powers passed away. Impressed with this fact, England appointed a committee to study and report upon allegations concerning the deterioration of certain classes of the population of the empire. This committee was to determine, with the aid of such counsel as the medical profession could give, the steps necessary to furnish the government and the nation at large with periodical data for an accurate comparative estimate of the health and physique of the people; to indicate generally the causes of such physical deterioration as might exist in certain classes; and to point out the means by which physical deterioration might be most effectually diminished.

A voluminous report was presented to Parliament in 1904. It recommended the creation of an Advisory Council to consider the physical well-being and the public health; games and exercises for school children; physical exercise for growing boys and girls; provision of open spaces fitted with gymnastic apparatus; athletic and semi-military clubs for growing lads; and many other measures considered necessary for the betterment of the physical condition of Great Britain.

Nearly all the great states have adopted universal liability to service as an obligation of citizenship. Two exceptions are China and the United States. It is interesting to note that when republican France was being attacked in the latter part of the eighteenth century by nearly all the rest of Europe, this system was adopted in self-defense. All governments of and by the people have been founded on universal liability to military service. Sparta, the

republics of Rome and France, and our own country are examples. The founders of the United States feared a regular paid army. Therefore they established a militia system that required every able-bodied male to have a rifle and attend musters. A certain amount of training also was prescribed. But the struggle over states' rights assisted in preventing the proper development of this beginning of universal military training. In consequence, a regular army had to be instituted to protect the frontiers and to enforce the laws.

But we are beginning to recognize that a paid, regular army based on volunteer service will not insure our country against aggression from a great modern military power. New conditions require new measures, and the developments since August, 1914, due to the great world struggle, have convinced many that we must look for different methods to secure the needed strength.

"It is fundamental with a free people that equal opportunities and protection under the law bring equal responsibility in upholding and maintaining that law. Each owes to the body politic his duty, not only in civil affairs, but also in the defense of the nation." (Report of Chief of Staff, p. 11.)

I am not going to discuss the methods by which military training may be given to the great mass of our males capable of bearing arms. Whether the Swiss, the Argentine, or our so-called National Guard or some other system or modification of systems will be best for the United States, is not a point at issue. However, I do wish to emphasize the necessity of preparing the greater part of our man power so that it can be efficiently used for defense on the outbreak of war.

One of the most remarkable developments of the present great struggle is the enlargement of the military resources engaged therein to include practically everything that the nation has in the way of *personnel*, ammunition, and supplies. Before this war, Germany usually called to training only 54 per cent of the available and fit young men. Now 100 per cent are summoned. Recently those Teutons not fitted for the army have been mobilized for industrial service. Similar measures are being inaugurated by France and Great Britain. It is of vital moment to these warring nations to place in the field, or in preparation for taking the field, every man capable of bearing arms. Physical preparedness has become more important than ever, and the words of the ancient philosopher as to the duty of the good citizen to keep himself physically fit are especially applicable to-day. The percentage of available men capable of bearing arms is of prime importance to a nation struggling for existence.

In the United States, 1,000,000 males yearly reach eighteen. Assuming 72 per cent of this number as physically fit, 720,000 might be given military training, while 54 per cent would make available only 540,000, a difference of 180,000 men. This differ-



ence might cause disaster, for it is a well-established principle of war that superiority of numbers should be sought for. Napoleon's dictum that "Providence is on the side of the strongest battalions," is as true to-day as when uttered by him.

Some examples or statistics will make evident that physical fitness for war has been and always will be of great importance to a nation. The following table is compiled from official reports of men examined for entrance into the armies of the countries indicated:

Army	Period	No. men examined	No. rejected	% of rejections
French .....	1831-43	2,097,876	680,500	32.4
	1912	300,300	52,111	17.0
British .....	1842-52	171,276	57,381	33.5
United States .....	1863-65	910,652	226,863	24.9
United States (at regular recruiting stations) ...	1915-16	132,942	108,712	81.7
United States Militia at muster into service .....	1916	152,238	23,721	15.6

The figures for our Civil War period are enlightening. In those days of stress, when standards of physical fitness were of necessity lowered, out of every four men examined for the army one was rejected.

The recent muster into the Federal service of the organized militia furnished illuminating data on this point of physical fitness. The men of the organized militia had been subject to physical examination on entrance into the state organizations. However, when they were examined by army surgeons it was discovered that one of every seven was unfit. The combined rejections of the state and Federal authorities amounted to about one man out of every three applicants. [NOTE: Of 3250 men examined in an English army recruiting office during September, 1914, 25 per cent were rejected as physically unfit. (J. Fergus.) Out of 1000 Canadian recruits examined, 477 were rejected. (F. Winnett, Toronto, 1915.)]

Our recruits are required to be from 5 feet 4 inches to 6 feet 1 inch in height, and to weigh between 120 and 190 pounds. Certain physical proportions within the above limits are prescribed. A sound body and a good character are necessary.

Although the requirements are not excessive, yet, during the past year when recruits were much needed to increase the regular army, only about one man out of every five applicants was accepted.

Insurance statistics show that out of 1,300,000 examined for policies, 100,000 are rejected.

During a recent conference of life insurance experts the following was stated: "A nation, to endure, must not only be strong

in the spirit but strong in the flesh. If our country is to survive, it must have men—not narrow chested, weak muscled, low powered men, but men with the physical strength and endurance to meet successfully the ever increasing intensity of modern life—in both peace and war. . . . Our country is in need right now of men who are strong in body and patriotism. . . . National liberty rests on national vitality." All military men applaud this brilliant statement of the need of physical preparedness.

But the fact that the average age of death has risen to 43 indicates that we have not degenerated in so far as longevity is concerned. Certainly armies have learned how to conserve life better than during the Crimean War, when 11 out of every 50 English soldiers engaged died of disease; or during our Civil War, when 199,720 Union soldiers, about one man out of every twelve enrolled, died from causes other than wounds received.

Probably no other country of recent times has gone into the subject of physical preparedness more scientifically, in so far as statistics are concerned, than Germany. Up to the time of the present war, she was able, for economic reasons, to give military training to less than 55 per cent of the young men available. A very careful physical selection was therefore possible. The following percentages are of men reaching military age who were found absolutely physically fit to bear arms: 1909, 53.6 per cent; 1910, 53 per cent; 1911, 53.4 per cent; 1912, 55.5 per cent.

The effect of surroundings and occupation upon physique is shown by the following German statistics:

Of those recruits born in the country and occupied as farmers, 60.51 per cent were found physically fit; of those born in the country but not occupied as farmers, 57.84 per cent; of those born in the cities but occupied as farmers, 55.34 per cent; of those born in the cities but not occupied as farmers, 50.75 per cent.

It is seen from the above that the men of the cities were 10 per cent less efficient physically than those of the country.

A rather striking commentary upon our physical condition may be drawn from the fact that 45.8 per cent of the *personnel* of ten of the volunteer regiments organized during 1898 were applicants for pensions on account of physical disability by the year 1900. Just what numbers of these applications were caused by the activities of pension agents and not by physical conditions it is impossible to say.

In 1914 the total number of invalid pensioners due to the war with Spain was 25,512.

Proper physical preparedness should lessen future pension rolls by furnishing our armies with men better qualified to withstand



the hardships of war. These men should have not only sound bodies but, in addition, knowledge of how to preserve them from the hardships incident to camp and field.

I am not willing to admit that the inhabitants of the United States have commenced to degenerate physically. However, I believe that in a wealthy country like ours a constant struggle is necessary to prevent physical deterioration among the masses of the people. This is becoming more apparent to us as our cities grow larger and our people become more congested in manufacturing centers. The very interesting report of the British Committee on Physical Deterioration already referred to goes into this subject at great length. The facts and the causes are so well known that it is not necessary to dwell upon them. The undoubted tendency towards physical deterioration among a highly civilized people like ours may be combatted as follows:

- (a) By systematic physical training:
  1. In our public schools.
  2. In our colleges and universities.
  3. Among the masses.
- (b) By development of open-air life:
  1. Through exercise out of doors
  2. Through encouragement of games and athletic sports.
  3. Through quasi-military organizations, such as the Boy Scouts, Woodmen of the World, etc.
- (c) By military training:
  1. In our schools and colleges.
  2. In training camps.
  3. In the regular army.
  4. In the organized militia and National Guard.

We have made great progress in many of the means indicated above. The people in our cities and large manufacturing centers are being better housed and on an average are living under much better conditions than formerly. Playgrounds and spaces suited for exercise in the open air have been largely provided. Physical directors and game masters have, in many instances, been furnished. The importance of physical exercise for growing boys and girls is recognized and most of our schools and colleges give some direction to physical education. It is recognized that public school games not only favorably affect the bodies of our boys and girls but also train their minds. Good discipline can be obtained from playing on basket ball or football teams. This is especially true for young boys and girls, since to be good players they must first learn how to obey. An English authority recently stated: "Our public school boys very often leave school not over-burdened, perhaps, with book learning, but with good

physiques and well-balanced minds which enable them to hold their own in any other part of the world to which they go." (*Lander Brunton.*)

That we are not as well off in this respect as our British cousins is indicated by the following extract from a personal letter from an officer of national note, who writes substantially as follows:

"Compulsory physical training should be introduced into all of our institutions of learning. I mean by this not a course of training that is confined to any particular class in these institutions, nor to a certain specified number of periods that may be covered in a very short period, but a course that extends throughout the entire curriculum and is serious enough to be rated among the most important subjects taught. Here, in my opinion, is a very favorable field for the National Collegiate Athletic Association, a field that can be controlled and made profitable because it comes under the jurisdiction of the faculties.

"How necessary some such step has become was made very apparent to me at Plattsburg last summer where I had charge of 3,200 college students. The sight these young men presented when stripped for work was, to use the expression of an army officer of very high rank, 'pathetic,' and spoke volumes of the startling inefficiency of the methods employed in our colleges to train the bodies of our students, if any are employed at all. That this side of the training of our young men has been very much neglected by those to whom their education has been entrusted, has long been known; that it has been neglected to the extent exemplified by the representatives coming under my observation at Plattsburg was, however, a revelation, and yet these young men were drawn from institutions that rank athletically—if turning out successful teams be considered a criterion—second to none.

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"From what I have written, you will, no doubt, come to the conclusion that my views are those of a cynic, but they are not—they are only the conclusions that I have drawn from my observations extending over a period of almost half a century, driven home by what I have observed the past summer when, at the business men's camps at Oglethorpe and Plattsburg, I had an opportunity of becoming intimately acquainted with the physical condition of 31,000 men. From these observations and a knowledge derived from them, I am convinced that the process of regenerating our race cannot begin too soon."

Last summer Congress passed a Defense Act largely extending military, and incidentally physical, training. Provision was made for the establishment of an Officers' Reserve Training Corps in the colleges and universities and for Junior Divisions of this Corps in the lower schools. Large appropriations were made for the support of camps in various parts of the country where citizens may go for military and physical training during the summer months. It is estimated that next year 50,000 men will attend them. Congress also provided for an Officers' and an Enlisted Reserve Corps. These reserves can be called into the field yearly for fifteen days' training.

The Regular Army is to be increased within five years from about 120,000 men to 280,000. The enlistment period has been



changed so that a man after a year's service with the colors may be returned to civil life if sufficiently trained. This should result in a large number of trained men passing into civil life each year.

A provision was made for a National Guard of about 440,000 men when it reaches its full development. It is required that these men take at least 172 hours of training yearly, and that the physical standards shall be the same as for the Regular Army. A reserve is also provided, and the efficient, trained militiaman can be passed into it after a comparatively short period of service.

From the above brief synopsis, it is evident that the United States has undertaken certain measures that should result in great physical good to the people if the various organizations can be kept up to strength and a steady flow of trained men into civil life be established.

In passing, it may be well to state that a great deal of time is devoted to the physical training of the soldier. The improved appearance of a batch of recruits after only a few weeks of military training with its attendant regular hours, good food, and strict discipline, has often been commented upon. Some civilians have an idea that physical training in the United States Army is only incidental to military training. This is a mistake. A great deal of attention is paid to the physical development of the recruit, aside from the mere matter of drill. A part of each day's work is devoted to gymnastics, calisthenics, or other forms of exercise. In all of our recruit training depots the men are also required to take part in games and sports. Where military conditions are normal, a field day is held each month. The regulations for these are such that the widest competition is required between organizations and individuals. The purpose is to cause as many men as possible to take part in the scheduled events. Physical training, with the accompanying games and sports, has increased greatly the efficiency of our army, and the moral benefit is almost as great as the physical. The captain who has a good baseball team usually has comparatively little trouble in his company. Experience has demonstrated that good hearts and lungs help to make good discipline.

I believe that the National Collegiate Athletic Association is playing a very important part in the physical preparedness of our country. It has been stated that over 50 per cent of the citizens who reach positions of influence are graduates of some one or other of our colleges or universities. If this be so, a great influence can be exercised through them. If they have been given physical training, and imbued with the idea that a citizen "should keep himself in good condition and ready to serve his state," the effect on physical preparedness will be very great.

From our colleges, 5,200 were graduated last year who had

received military instruction under regular army officers. From this source it is hoped that before many years 50,000 reserve officers may be secured as provided for in the Defense Act of June 3, 1916.

Your Association is during a wonderful work by encouraging the best features of college athletics. Since returning from three years' service abroad under conditions favorable for gaining a better viewpoint of the activities of the National Collegiate Athletic Association, I am convinced that it is proving of great national service. It is effecting physical preparedness among our people:

- (a) By making the student body take part in athletics and sports.
- (b) By encouraging physical education under proper supervision.
- (c) By the formulation of good rules of play for games and sports.
- (d) By the encouragement of subsidiary governing bodies that will effectually uphold the established standards and give the necessary administrative agencies.
- (e) By the development of the amateur spirit.

The National Collegiate Athletic Association is educating the people of the United States to the high ideals of sport prevalent among the Greeks during the best days of the Olympiads. When this spirit is thoroughly appreciated we will become lovers of the outdoor life and not so much spectators of games as participants. The effect upon the public health and morals should be of great value. As a consequence, it is believed that the nation will increase its mass of citizens fit to bear arms, and imbued with the spirit that prevailed in ancient Greece, and that permeates Switzerland to-day.

In closing, your attention is again invited to the words of the Wise Man of Ancient Greece:

*"No citizen has the right to be an amateur in the matter of physical training. It is a part of his profession as a citizen to keep himself in good condition and ready to serve his state at a moment's notice."*

### III. THE VALUE OF FOOTBALL.

PROFESSOR RAYMOND G. GETTELL, OF AMHERST COLLEGE.

A phenomenon of frequent recurrence in widely separated times and places has been the intense general interest in games or contests manifested by those peoples who held the leading place in the civilization of their day. The Olympic games in



Greece, the gladiatorial contests in Rome, and the tournaments of the Middle Ages alike were characterized by the enthusiastic zeal of those actively engaged, by the presence of crowds of frenzied spectators, and by the interest and attention centered upon them by the public at large. All these athletic carnivals were subjected to severe criticism in their age, yet they increased in popularity in spite of opposition, and declined only with the decadence of the peoples interested or with changes in culture that made them no longer possible. In the modern world, Teutonic peoples hold the reins of power, and among them great football, baseball, and cricket contests inspire widespread interest and enthusiasm. One explanation of this phenomenon, using football as an example of the modern type, is here attempted.

As might be expected, football has been subjected to unusually severe criticism. The danger to life and limb, the accompanying evils of gambling, professionalism, or unsportsmanlike methods, the enormous expenditures, the comparatively small number who actually take part in proportion to the numerous spectators, the false standards created in the minds of growing school boys, the over-emphasis on athletics in general in colleges and universities—these are some of the direct accusations that the sport has been compelled to face. In addition, the complexity of its rules, making it difficult for the ordinary spectator to understand much of what is taking place or to appreciate the finer points of the play, together with an almost annual tinkering with these rules, keeping the game constantly in an unsettled and experimental condition, would seem sufficient to ruin any except the most firmly grounded institution.

In spite of these criticisms and these defects, however, football has become during the autumn season the preëminent sport, especially in American schools and colleges. The football "star" is a college hero; ambition to "make the team" is a chief desire in the mind of many a student, and pride over football victories is a powerful stimulant to loyal college spirit. Nor does public interest in the game show sign of decline. Each Saturday during the season, thousands assemble to witness the contests, additional thousands, even in the remotest parts of the country, crowd around bulletin boards, which give detailed descriptions of the plays or announce the scores, and still other thousands turn first to the sporting columns of the Sunday morning newspapers. A game that inspires such widespread devotion must rest upon certain vital underlying principles of human nature.

A certain amount of its popularity, especially from the spectator's standpoint, may undoubtedly be explained by that fondness for excitement and for spectacular display which, especially in America, seems a logical corollary to the intense and nervous

pace of our living. But a closer analysis of the fundamental nature of the game and of the physical, mental, and moral requisites of its players, shows that it reproduces, in unusual fashion, many of the essential features in human development.

Two opposed, yet closely interrelated, factors have characterized the process of human and social evolution. These factors, which are found even in the animal world, are (1) conflict and (2) coöperation. Conflict among individuals, the primitive and brutal struggle for existence, is modified by the formation of coöperating groups, within which competition is replaced by mutual aid, the conflict continuing among these larger units. Within the group are found organization, discipline, and obedience to authority and law. Even among the groups, rules to regulate inter-group contests arise and are enforced with more or less success. This process is most marked in the evolution of the tribe and state, in the rise of government and law, and in the formation of the coöperating and competing industrial groups, which, in the modern world, ordinarily substitute the rivalry of business for the earlier and cruder combats of physical force.

Conflict and competition, then, remain, even in modern civilization, but on an increasingly mental rather than on a physical basis. Besides, the struggle is a contest between organizations, not between anarchic individuals. Within these organizations, discipline and authority are found, and altruistic coöperation largely replaces selfish competition. Moreover, the whole process, both of coöperation within the group and of contest without, takes place under an orderly *régime* of law. Football epitomizes this entire process.

The love of physical combat, of the matching of man against man to determine bodily supremacy, is a masculine trait, especially strong in primitive and vigorous peoples, and in the young men of even the highest civilizations. The natural and unrestrained play of boys usually takes some form of pretended or real bodily contest. Wrestling, racing, fighting, and most boys' games show this tendency.

The elements involved in any struggle for physical supremacy are mainly (1) strength, (2) speed, (3) skill, and (4) cunning. All of these are directly applied in football. Strength, depending upon size, weight, and muscular force, is a requisite in interfering or in blocking opponents, and in opening holes or plunging through the line. Speed of foot is needed in the quick dashes around the end or down the field under kicks, and is combined in football with the natural animal instinct to chase, to seize, and to throw. Skill is demanded in the technique of the game, the execution of the various forms of the kick or in the forward pass, the handling of the body and of the ball. Cunning is



demanding in the strategy and generalship of the game, in the constant need of striking the opponent at his weakest points, of concealing the nature and purpose of the attack, in quickly diagnosing the plans of the opponent and in taking advantage of his mistakes.

This physical combat, which exists in more varied phases in football than in any other sport, creates certain virtues. Aside from the bodily development that results from exercise and training, the game develops courage, endurance, resourcefulness, and self-reliance. There are, however, accompanying evils. Individual conflict creates selfishness and lack of self-control. These must be remedied by another phase of the game.

Football is not a contest between individuals. It is a contest between groups or "teams." The union of eleven men under their "captain" typifies the characteristic human factor of organization. In no other game is the individual, as individual, of so little moment, and the unit, or team, so closely integrated. The success of almost every maneuver depends upon a detailed division of labor, a distinct part being assigned to each member within the machine; and the success of a team in competition with others depends mainly upon the perfection of its organized "teamwork." Football, then, demands coöperation, the subordination of the individual interest to the welfare of the larger unit. It reproduces on a small scale that process of organized social effort by which man first attained supremacy over the world of nature, and by which the more highly organized and more closely coöperating peoples have conquered and surpassed their less advanced rivals.

Of even more importance, both in the evolution of mankind and in the development of a football team, is the discipline resulting from the necessary obedience to authority and rules, which coöperation demands. Coöperation implies a plan whose details must be worked out under order and regulation. The organized coöperation of primitive men created the chief and the sacred customs of the tribe. In a higher social order these become government and law. So in football, emphasis is laid on discipline and obedience. Strict self-control and physical fitness are secured by a rigorous system of training. Implicit obedience to the plans and directions of coaches and captain is demanded. Each play is preceded by a "signal," which assigns to each man his part, and the whole machine is put into motion by another signal, which secures concerted action. Thus within the team everything is orderly because of obedience to authority. The worst possible offense is to disregard a signal, in other words, to follow one's own inclination at the expense of the team as a whole.

But not only within the team is law enforced. Contests between teams are carried on under an elaborate code of rules, enforced by a corps of officials who impose severe penalties in

case of disregard or violation of these rules. Indeed, the parallel between football and the larger world of politics is strikingly close. Each college is a sovereign state, represented on the battle field by its organized army, or football team. This army is levied, equipped, trained, and drilled. Rules of eligibility determine its make-up. Secrecy surrounds its plans and maneuvers; and woe to the traitor or the spy through whom the enemy secures much-desired information. All the excitement of a campaign precedes the contest, and a spirit of intense patriotism, with the accompanying irrational hatred of its opponents, permeates the entire collegiate body, and finds expression in the concerted cheering contests carried on between the rival groups of spectators. Moreover, the rules under which the game is played are a sort of international law. They are created by a convention of ambassadors from certain of the sovereign commonwealths, sitting as a sort of Hague Conference. They are sanctioned by intercollegiate public opinion and enforced by neutral arbiters, selected, after the fashion of the Hague Court, by a neutral board or commission, from an eligible list of ex-players.

Accordingly, football, while retaining the virtues of physical combat, remedies its worst evils by emphasizing organization, coöperation, and obedience. These necessitate self-sacrifice, subordination, mutual aid, and fair play. They discipline the individual, teach self-control, and inculcate principles of honor and loyalty. Especially do they build up an ideal. Just as the knight strove for his fair lady, or the warrior for love of native land, so the football hero performs mighty deeds for the fair fame of his college. In an age often accused of decadent materialism, it is an indication of national health and vigor that enthusiastic youths should sacrifice ease and luxury, should give and take hard bruises, under a *régime* of discipline and law, and in an honorable spirit of gentlemanly rivalry, for the sake of a vague ideal called college spirit.

If the above analysis of the essential nature of football be accurate the explanation of its popularity is obvious. More than any other sport it retains the vital elements of physical combat and necessitates an exhibition of all its essential factors—strength, speed, skill, and cunning. In addition to this primitive lust for battle, it satisfies the higher and distinctly civilized interest in organization, coöperation, and the skilled interrelation of individual effort directed to a common purpose. It typifies the highest human achievement in its unusual emphasis on discipline and obedience, on the subordination of the individual to authority and law. Finally, in its purpose and in its spirit, it represents that highest craving of the human soul, the striving for an ideal.



## IV. THE MAKING AND REMAKING OF A FIGHTING MAN.

*(Experiences in the British Army.)*

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You do not need a watch to tell when it is 9 o'clock at the headquarters gymnasium at Aldershot. For fifteen minutes or more, groups of men in black trousers and jerseys, or officers in tennis kit, have been gathering, and at 9 o'clock precisely a shrill whistle petrifies them in the position of "attention." There is a dead silence, and the sharp command, "fall in," is succeeded by a scramble out of which emerge twenty classes of officers and men, each in the proportion of about four to one, neatly arranged on the floor, each with a staff instructor in charge. At the command, "staff fall in," each instructor doubles to where the sergeant-major stands, and there they stand at attention to receive the day's orders. These given, they make a right turn, rise on the toes, and scurry off to their respective classes. Another silence, and the sharp command, "carry on," is followed by a babel of orders as the various groups march out of the four doors to selected places in the twenty-acre grounds that surround the gymnasium.

For the next hour and a half each class is put through the table of exercises for the day, each exercise detailed, repeated, and corrected until officer and man have the proper speed and accuracy for which they strive.

At 10.30 the whistle breaks the classes up into groups for a brief rest. After fifteen minutes the same proceeding is gone through again, but this time the men are paired off, number one teaching the last hour's work to number two, and back again from two to one, under the fire of the instructor's criticism; for these are to be the apostles and the demonstrators of the new gospel of physical efficiency in the British army, and in preaching it, accent, emphasis, and pose are quite as important as a good leg or a steady arm. Again a short rest and the bayonets are fixed, and the positions of "on guard," "point," and "parry" are explained, shown, and demonstrated. There is an interval for lunch, and at 2.15 the classes reassemble, and now they are marched out, combined into one mass drill of exercises selected from the eight tables of the British gymnastic law.

After this display, dear to the heart of the lay spectator and the inspector-general alike, the mass breaks up into its component classes, and the detailing of exercises, bayonet fighting, and gymnastic games fill the time until 4 o'clock, when the day's work is over.

Every month a new class replaces those who have gone out into the great training camps.

The gymnasium is nested in tents, and the walls are lined by mattresses, rolled up by day, and each containing a sleeping man at night, and although there are three applications for every available place, yet it is a constant struggle to keep up the quality of those who do get in.

When the war broke out in August, 1914, the staff of gymnastic instructors, up to the inspector himself, dissolved overnight and rejoined their regiments, and for ten days this department had no head. The new inspector, Colonel Walter Wright, was confronted by an urgent demand for instructors, with none to send; but with characteristic promptness he at once reenlisted men who had gone into civil life, teachers in board and private schools, in fact, anyone who had had training, and he reconstructed his staff from these veterans. Soon, however, their numbers were augmented in another way. Familiar faces reappeared, men from the trenches, one with a bullet through his shoulder blade, another with part of his foot gone from shrapnel, and a third from whom pieces of stone and iron were picked out at varying intervals from various regions by interested medical officers. They were not fit for active service, but their experience as teachers was invaluable. It was a crisis that had to be met as such. The four months' course was squeezed down to the shortest possible time limit, and the pith of the 250-page manual was put into eight progressive tables of simple exercises without apparatus. These at once became sacred and infallible, and no individual variations went long unchecked. This was, of course, necessary for the progress from day to day; it was thought out with infinite care, and the object was clear in the minds of the originators. If it could be put into two words, they would be "executive action."

The new armies had tapped every stratum of English society: the ill-disciplined lordling, whose whim was his only law; the stripling just from school and college; lawyers, doctors, merchants, clerks, soft from a sedentary life, ironworkers, navvies, laborers, slow of action and speech, all had to be welded into a homogeneous body, quick and alert of action, sure of eye and hand, and above all capable of endurance; able to march and take care of themselves; ready to obliterate themselves before a hostile aeroplane by day or a star-shell at night; able to dig like badgers even after a hard day's march; steady with the rifle; quick, powerful, and relentless with the bayonet.

The shooting and digging is taught elsewhere, but the headquarters gymnasium is the source of all knowledge on those fundamental exercises that train in accuracy, balance, and speed, without which the musketry instructor instructs in vain, and the drill sergeant's shouts are futile. It is also the source from which



has come the new practical method of teaching the use of the bayonet. In the old days the bayonet exercise was beautiful to look at, and impressive to the spectator, but had no close connection with the actual conditions of attack and defense. This was got by individual tests of men masked, padded, and gloved. This has all changed now. The visitor to any properly equipped training camp will see rows of sacks hanging on a gallows or braced on tripods, and others in front of, behind, or in trenches, dug very much as they are at the front, and if he be there when the use of the bayonet is being taught, he will see line after line of men advancing at the walk, quickening to the double, and lunging viciously down into the trenches, leaping over parapet and parados, and stabbing viciously at the sacks, and as viciously clearing their points ready for the next line of attack, often bearing on their points white paper discs as a token of the accuracy of their thrust. There is no hesitation or sparring for an opening or elaborate parrying; just a short jab, and on to the next, the two simple parries taught being not for defense so much as to clear the way for attack, a subtle but important mental difference. This is the gist of the new bayonet fighting.

From time to time officers from the front come here and give talks to the classes on their actual experiences, and this system has been developed largely from facts gained in actual fighting. The application of physical training and bayonet fighting is only one of the problems that accompany the making of a great army of millions out of the nucleus of thousands. In a few months men who scarcely knew a rifle from a broomstick have had to learn individual and company drill, the manual of arms, signalling, musketry, trench-digging, use of machine guns, riding, and the hundred and one daily details of life in the field. It is little wonder, then, that the day consists of a running fight by each of these specialists for the men's time, and that the daily hour for physical training and bayonet fighting is continually encroached upon, and even replaced, by a route-march or other work. In spite of this the progress made is astonishing, and the company officers see men becoming quick and alert who seemed hopelessly slow and stupid. The slouching gait and clumsy fumbling are replaced by a springy step, the smart, clean-cut click of the rifle, and the man rises to a newer and higher plane of physical existence.

In the bantam regiments drawn from city dwellers in the east end of London, and also from the factory workers and miners of Lancashire, the most extraordinary differences were noted in men's stature after a few months of training. By many, this was attributed to an actual increase in height, but in most cases the increase was due to an entire difference in the posture of each man, and his expanding chest and straight back soon required

a visit to the tailor and a reconstruction of the clothing which fitted him at first.

Physical training has, however, another function in the great armies that have already tasted the hardships and casualties of life at the front. The wounded man, treated first at the dressing station, then at the field station, sent back to the base hospital, and finally to a hospital at home, is frequently capable of being returned fit for active service if time and care can only be given to his treatment. From the general hospital all such cases are transferred to the convalescent camp or depot, and many are put under physical training at once, and return to their regiment within six weeks, but in the slower and more grave conditions a cure must be effected in months rather than in weeks. It is these men who are sent to the command depots, after a ten days' furlough, and they once again come under military discipline after their month or two of hospital life. From the standpoint of discipline, this month or two has produced great changes in most of them. The attentions showered upon them by visitors at the hospitals, the care and solicitude of anxious relatives, and the many privileges which have rightly been given them by people anxious to show their appreciation of what they have been through and what they have done, make it very difficult to bring them back to the condition of discipline necessary for effective military life. In this, physical training takes its part again, but it has a still more important function, and that is in the actual treatment of these men who must be slowly strengthened and hardened for the work to which they are sent back. Many of these cases of scarred and injured limbs, stiffened joints, and other painful wounds can begin only by the gentlest form of massage, given after the injured limb has been prepared by soothing baths of running water, or by the application of electricity or radiant heat. From this they go on to more active massage, regaining the strength and agility that have apparently left them.

As the work increases in length and severity the soldier passes to what is called "full physical training," in which he at last relearns how to jump and run and take part in gymnastic and other games. At the same time, he is trained in marching, beginning with a slow walk of two miles at his own pace, and going on to four or six miles in quick time, and before being hardened and considered fit for active service he is required to take a test march of fifteen miles.

The injuries from which men suffer vary so enormously in extent and gravity that it is not possible to bring all men up to this state, and some, although unfit for active service in the full sense of the word, are still able enough for service on lines of communication, or for garrison duty either at home or abroad, while others are unable to do more than sedentary work at home,



or, when not even this improvement can be obtained, they may be discharged from the army as unfit for all military service.

By these means, however, at least half of the men who begin such a course of graduated treatment and exercises can be counted on to become effective members of the army once again, and the training which they have undergone, either at the beginning of their careers, or after they have borne the burden and heat of the day, produces a lasting effect, and brings them to a higher level of physical efficiency and mental alertness than they could ever have hoped to reach without it.

#### V. A DEFENSE OF INTERCOLLEGIATE ATHLETICS.

PROFESSOR GEORGE E. JOHNSON, HARVARD UNIVERSITY.

President Foster's article entitled, "An Indictment of Intercollegiate Athletics," which appeared in the *Atlantic Monthly* for November, 1915, made a deep impression on many who believe in intercollegiate athletics. Some of them, when asked to write an answer to President Foster, replied, "There is so much truth in the article, I really don't know how to answer it." Yet these same men, I am confident, felt that their interest and faith in intercollegiate athletics were justified.

The psychology of this situation is very interesting. May I try to point out why one may feel ready to admit the truth of much, if not all, of what President Foster says, and yet in his own mind return a verdict of "not guilty"?

The first sentence of President Foster's article seems to shatter the very foundation one's faith in intercollegiate athletics,—at least, until one has recovered somewhat from the shock of that first onslaught. Let us repeat the sentence. "Intercollegiate athletics provide a costly, injurious, and excessive *régime* of physical training for a few students, especially those who need it least, instead of inexpensive, healthful, and moderate exercise for all students, especially those who need it most." "Why, of course! How absurd!" we admit at once, as the grounds of our faith tremble beneath us. Then almost immediately we lay hold again on our former faith; for, after the first rude shock, we begin to realize that President Foster has supplied in his first sentence (unconsciously) the most subtle concealment of a false premise that one could easily find.

This false premise will be readily recognized if we insert a relative clause which states explicitly what the sentence implies, as follows: "Intercollegiate athletics (which, of course, exist for physical training) provide a costly, injurious and excessive *régime* of physical training for a few students, especially those who need it least, instead of inexpensive, healthful, and moderate

exercise for all students, especially those who need it most." Bless your heart! Intercollegiate athletics do not exist for physical training. Intercollegiate athletics did not originate in, never existed for, and never could have survived as a "*régime* of physical training." The undergraduate has never been interested in intercollegiate athletics as physical training, nor have the alumni, nor the general public. Intercollegiate athletics originated as, and have continued as, an expression of loyalty, an endeavor to maintain and to exalt the dignity and honor of the college in those things in which youth is most deeply interested. Intercollegiate athletics as they exist in the interest and purpose of undergraduates are a social, a spiritual expression. To be sure, the vehicle of that expression is conspicuously physical activity and physical prowess, because they are and always have been the most intense and the most interesting means for the expression of loyalty in youth. In that for which intercollegiate athletics really exist, namely, the expression of loyalty, they have far more to do with soul than with body, and they do serve "all students," those who need them most, and those who need them least as well.

Every novice in the psychology of play knows that a boy loses his identity in the team; that so far as he acts, he is the team; and the team is not nine fellows or eleven fellows, it is the whole college. In the psychology of the undergraduate, it is not Mahan's toe, but Harvard's toe, that kicks the goal. If this were not so, the attendant faults of intercollegiate athletics (and they are undeniably many and great) never would have arisen. It is because intercollegiate athletics touch the very soul of youth and express his love and loyalty to his college, while presidents and professors have regarded them only as existing for physical training, that so many and grave faults have attended them.

President Foster asserts that "the most important distinctions are between athletics conducted for educational purposes and athletics conducted for business purposes." So far as the undergraduate is concerned, intercollegiate athletics are not conducted for either of these purposes. The undergraduate is interested in intercollegiate athletics, the members of the team participate in them, as a matter of course. The physical side, the business side, are only means to an end, which is loyalty to the athletic honor and prestige of Alma Mater. There is a higher loyalty than this, of course, and unfortunately many alumni never attain it. They suffer arrested development, and never rise above this lower type of loyalty. But the likelihood of their developing a higher loyalty is doubtless greater when intercollegiate athletics exist than when they do not. If the college faculty could only conceive of intercollegiate athletics as the undergraduate conceives of them, conscious also that there is yet something higher to be hoped for from loyalty—if the faculty could conceive of



this, and not be misled by the gross misconception of intercollegiate athletics as physical training,—recognizing them as one of the healthful influences of college life which the faculty should safeguard against the evils that so easily beset them, the graver faults of intercollegiate athletics would quickly disappear.

It is evident that President Foster is repeatedly misled by his own false premise. He says: "The most obvious fact is that our system of intercollegiate athletics, after unbounded opportunity to show what it can do for the health, recreation, and character of all our students, has proved a failure." The "most obvious fact" really is that our system of intercollegiate athletics has never tried to show what it could do for the health of *all* the students, nor by the wildest stretch of the imagination could it be conceived as having been intended to show any such thing. Nor has anyone ever advocated intercollegiate athletics, primarily, as a system for furthering the recreational needs and for improving the character of "all the students." It is obvious, however, that intercollegiate athletics have conspicuously served the recreation of the undergraduate and the general public, and have influenced character also. Of this we shall speak later.

President Foster charges intercollegiate athletics not only with failure to serve the physical welfare of all the students (which, as we have seen, it is absurd to suggest as a function of intercollegiate athletics), but also with hindering participation of the students generally in athletics. "What athletics," he says, "may achieve without the hindrance of intercollegiate games and business motives, is suggested by the experiment at Reed College." But intercollegiate athletics are by no means necessarily a hindrance to general participation in athletics. At Princeton, a college participating conspicuously in intercollegiate athletics, 78 per cent of the undergraduates were engaged in some form of voluntary exercise or athletic competition, and this percentage would have been larger, had there been sufficient facilities to accommodate all without the necessity of long waiting for ball fields or courts. As it was, "men often waited for hours for a chance to play." Other colleges and schools participating in intercollege and interschool games have as good records for general participation of the students in sports as Princeton. Intracollege and intercollege athletics are not antagonistic. They may and often do stimulate each other. Intracollege athletics discover and develop material, and especially increase appreciation of skill displayed in sports; and there can be no doubt that the development of any sport as an art tends to extend general interest and participation in it. If intracollege athletics extend their influence to a larger number physically, intercollegiate sports extend their influence to a greater number spiritually, and with greater intensity.

"Opposed to the three educational aims," says President Foster, "are the aims of athletics as business—winning games,

making money, and getting advertised." The first of these aims may be entirely wholesome. While money-making and self-advertising are wrong motives that have attached themselves to intercollegiate athletics because college authorities have weakly permitted them to do so, they are in no way creations of, or inherent in, intercollegiate athletics.

Winning games is an entirely wholesome aim in athletics. No athletic game is worth any young man's attention that does not stimulate a desire to win. Of course, it makes all the difference in the world how a game is won, and unworthy winning, or rather falsely appearing to win, is as bad in athletics as dishonorable acts are anywhere. It is not a condemnation of business that some men are dishonest in it, and it is no condemnation of intercollegiate athletics that some try to win unworthily. It is not possible to have too keen a desire to win, if that desire is always subordinated to ideals of good sportsmanship. In fact, the great moral opportunity of intercollegiate athletics is the intense desire to win, and the subordination of that desire to high standards of sportsmanship that will not stoop to conquer. It is on the field of intercollegiate athletics that colleges have the best opportunity for the training of young men under great emotional stress with relation to ideals and standards of conduct; it is here, better than elsewhere in college work, that education may contribute both to emotional strength and control. And this applies not to participants in the game only, but to the whole army of followers as well. Perhaps, in one way, it applies to followers even more; for the ethics of athletics is the ethics of the student body even more than of the participants in the contest.

We quite agree with President Foster when he says: "Is it not an anomaly that those in charge of higher institutions of learning should leave athletic activities, which are of such great potential educational value to all students, chiefly under the control of students, alumni, coaches, newspapers, and spectators? Usually the coach is engaged by the students, paid for by the students, and responsible only to them. He is not a member of the faculty or responsible to the faculty. The faculty have charge of the college as an educational institution; athletics are for business, and therefore separately controlled. Why not abandon faculty direction of Latin? Students, alumni, and newspapers are as well qualified to select a professor of Latin, and administer the department in the interests of education, as they are to select coaches and administer athletics in the interest of education."

Here President Foster touches the very root of the difficulty with intercollegiate athletics. But this is no true indictment of intercollegiate athletics at all, it is rather an indictment of those in authority who have ignored the educational opportunities of



intercollegiate athletics and blindly regarded them as existing for physical education.

President Foster says: "There have been numerous attempts to prove that intercollegiate athletics are not detrimental to scholarship by showing that athletes receive higher marks than other students. Such arguments are beside the point. . . . The men of greatest physical and mental strength are more likely than the others to go out for the teams, and these are the very men of whom we rightly expect greatest proficiency in scholarship. That they do not as a group show notable leadership in intellectual activities seems due to the excessive physical training which, at certain seasons, they substitute for study."

If it is "beside the point" to show that intercollegiate athletes are better scholars than other students, it must be beside the point to assert what is practically the opposite of this, namely, that intercollegiate athletes do not show "notable leadership in intellectual activities." There has been some evidence to show that athletes receive higher marks than other students, but no adequate evidence for the assertion that intercollegiate athletes do not show "notable leadership in intellectual activities," nor, if such evidence should be found, that lack of such leadership is due to participation in intercollegiate athletics. We lack careful scientific studies to establish the relation of intercollegiate athletics to the scholarship of participants or of the general student body; also studies of the intellectual achievements of intercollegiate athletes in after-college life. Meantime the opponents of intercollegiate athletics should not forget that some intercollegiate games are highly "intellectual activities" as well as strenuously physical activities, and that such have as enthusiastic if not as numerous supporters, even on the basis of "formal discipline" and "transfer of power," as do the classics and mathematics.

"But," President Foster says, "this is not the main point. A college might be willing to sacrifice the scholarship of a score of students, if that were all. The chief charge against intercollegiate athletics is their demoralizing effect on the scholarship of the entire institution. The weaklings who have not the grit to stand up on the gridiron and be tackled talk interminably about the latest game and the chances of winning the next one. They spend their hours in cheering the football hero, and their money in betting on him. The man of highest achievement in scholarship they either ignore or condemn with unpleasant epithets."

Surely this cannot be a just comment on any considerable body of undergraduates with whom President Foster is acquainted. If there are some such, it is not intercollegiate athletics that brought them to their low state; in fact, possibly intercollegiate athletics furnish a nobler topic of conversation than they otherwise would have chosen.

"The maelstrom of college athletics! That would not seem too

strong a term if we could view the age in which we live in right perspective, an age so unbalanced nervously that it demands perpetual excitement. We have fallen into a vicious circle: the excesses of excitement create a pathological nervous condition which craves greater excesses."

Nowhere in his article does President Foster seem more astray from the true interpretation of intercollegiate athletics than here. If there is anything that can counteract a "pathological nervous condition which craves greater excesses," it is a healthy interest in athletics. The craving for emotional experiences is rooted in sane and ineradicable human nature. It is the form of expression only that is bad. It is the lack of opportunity for the expression of normal athletic interests that, more than anything else, is responsible for a pathological nervous condition that seeks for irrational thrills. Athletics are the one great outlet for emotional expression, safest and sanest for youth, that adequately flushes both body and soul. One need only compare the student life of colleges enjoying intercollegiate athletics with the earlier college life of the same institutions before the days of intercollegiate athletics, or with the student life in German universities, where intercollegiate athletics are unknown, to realize that our colleges have not so fearfully degenerated under intercollegiate athletics as President Foster would have us think. The great crowd that thronged to see the head-on collision of two locomotives, one may readily believe, was not the same crowd that attends an intercollegiate football game. It answers more nearly to the crowd that once thronged to see the gladiatorial contests in the Colosseum at Rome, where barbarism persisted in civilized society in the form of sports. This barbarism still persists in student duelling in Germany, in bull fights in Mexico, and, in lesser degree, in some states of America, in prize fighting. But it is through the standardizing of athletics, as in our intercollegiate contests, that the civilizing of sports has been so largely brought about. Just as the head-hunting of the Filipinos readily disappeared under the civilizing influence of modern athletics, so would bull fights in Mexico doubtless be quickly abandoned, if modern athletics once obtained firm footing there.

President Foster asks: "But even if intercollegiate games are detrimental to the interests of scholarship, is not the college spirit they create worth all they cost? Perhaps so. . . . It is the spirit that giveth life, and 'college spirit' is certainly a name to conjure with. The first question is what we mean by college spirit. A student may throw his hat in the air, grab a megaphone, give 'three long rahs,' go through the gymnastics of a cheering leader, . . . and yet leave some doubt whether he has adequately defined college spirit."

No! He hasn't defined it, and he is discriminating enough to know that he is not trying to define it, but to express it, perhaps



in a poor, crude way. But why should we despise these crude expressions of loyalty? In all his life, he never *felt* so loyal; why despise his method of expression, crude though it be? And is it so crude after all? Who can say with what sincerity and depth of feeling the boy may be shouting? Certainly there is fire, and even this fire may be purifying. Let us be "loyal to loyalty."

Do intercollegiate athletics lead to general drunkenness, as President Foster intimates? On the contrary, it may be asserted that orgies and drunkenness are less prevalent in colleges than they were before the days of intercollegiate sports, and partly because of the influence of these sports.

"And finally (by college spirit) they mean that vision of an ideal life beyond Commencement which shows a man that only through the rigid subordination of transient and trivial pleasures can he hope to become the only great victory a university ever wins—a trained, devoted, and inspired alumnus, working for the welfare of mankind. There is no evidence that the intercollegiate athletics of to-day inculcate in many men this kind of college spirit." There is certainly no evidence that intercollegiate athletics do not inculcate in many *bona fide* college men this kind of college spirit. Those who believe in intercollegiate athletics believe that they greatly help the college to do that very thing, and that, when intercollegiate athletics do not thus serve the spirit, it is because the college authorities have been negligent of their trust. It is no true indictment of intercollegiate athletics to say that, "At a recent dinner of ten deans and presidents they declared, one by one, in confidence that they would abolish intercollegiate athletics if they could withstand the pressure of students and alumni." Does it not rather suggest the value that participation in intercollegiate football would have had for them? Can they not see that colleges will never "take whatever measures are necessary to make athletics yield their educational values to all students," that intercollegiate athletics will never "be conducted as incidental and contributory to the main purposes of athletics, nor 'the question' be decisively settled which aims are to dominate—those of business or those of education," until deans and presidents can appreciate the good in intercollegiate athletics and have the courage to do their duty. Instead of side-stepping and suggesting that intercollegiate athletics be discontinued until the present generation of college authorities are dead and buried, it would be more to the point to recast the last paragraph of President Foster's article to read: "Typically American though our enthusiastic devotion to intercollegiate athletics may be, they can never serve their full purposes so long as we tolerate a college administration that conceives of them as 'a system which provides only a costly, injurious, and excessive *régime* of physical training for a few students, especially those who need it least.'" The call to-day is for a college administration that has a keen insight into under-

graduate psychology, that can discover its own weakness in the attendant faults of intercollegiate athletics and have the courage and strength to meet its responsibilities. Perhaps, however, it will take a "college generation" before deans and presidents can themselves have had the necessary preparation through participation in intercollegiate athletics.

## DISCUSSION ON ATHLETIC PROSELYTING.

### I. DR. LEWIS PERRY, PRINCIPAL OF PHILLIPS EXETER ACADEMY.

I have come here, not to tell what I know, but to seek light from those who follow me and from the rest of you in this matter of proselyting.

In the first place, I want to make clear that we schoolmasters do not feel that the colleges are any less anxious to get at this matter than we are. We know that all of you who represent colleges have the matter at heart. Nor do we feel that one school is particularly better than another school in this respect, although perhaps the larger schools have had a more bitter experience than the smaller schools. Very likely that is why you have asked Doctor Irvine and Doctor Stearns and myself to come here as horrible examples of what has been done. No school can say, "I am all right in this respect, but you should change your rules." They cannot tell us "go thou and do likewise," for we are all in a position of equal weakness, in my humble judgment.

The other day I heard an anecdote of the fighting front which I think illustrates the position in which we schoolmasters find ourselves. In a very hot encounter somewhere in France, one of the trenches contained a number of English soldiers, and at the side, but out of view of the other soldiers, was one man, very friendly to the rest whom he could not see, and as a shell would come over, the Tommies in one trench would yell to this other poor fellow: "Are you all right, Bill?" and Bill said, "Yes, all right," and another shell came over, and the same call, "Are you all right, Bill?" "Yes, all right." The third time they asked him "Are you all right, Bill?" he said, "Yes; what is this 'All right' business anyhow? What are you yelling that at me for?" "Well," said one of the Tommies, "you see, we have got a sweepstakes over here as to who gets hit first, and I have drawn you."

I suppose that the most valuable thing I can do to-night is to state just where in my opinion the danger lies. Two factors have come in rather recently which are hurting the boys in the school in which I am particularly interested. The first factor is the summer camp, where boys receive positions and are paid salaries



out of all proportion to the services which they render. These boys will be very careful in telling about the position when they start for it, but after they have been paid the salary, and after they are firmly entered in college, they are perfectly frank in laughing at the whole transaction.

And the next thing, of course, is the tutoring school. In one tutoring school, which has caused a great deal of anxiety and worry on the part of Phillips Exeter, boys who have no money at all are tutored for as long as four or five months absolutely free of charge. I said to one of the representatives of the tutoring school: "This is not right. These boys cannot afford to go to tutoring school and be tutored for all this time." "Why," he said, "these boys take out notes." I said, "They have no financial responsibility; what good is a note?" And I found out that these particular boys were forced, or allowed, to make out notes without interest saying that they would pay back the money for tutoring within six years after they had graduated from college. Well, of course that means nothing at all. These boys will never pay back that money, and have no idea of paying it back.

In another tutoring school, connected with a large university, there is more conscience perhaps on the part of those in charge of the school. Their boys are tutored free for any length of time—boys who are athletes—but the head of this school says, "Why, we will tutor any poor boy, whether he is an athlete or not, who wants to enter this university." The proportion of athletes who are tutored in this school to other poor boys, who are not athletes, is about ten to one.

The whole thing is wrong, but how to get at it is another matter. Perhaps it might interest you to give a few instances of cases which have come under my attention in a very short time. My experience is much shorter than the other gentlemen who are going to speak to-night.

I have in mind two boys who last year left school, both of them fine athletes. I had no objection to their leaving school; I felt that it was the best thing for them, that they had a better chance to get into college if they tutored from March until June, or during the summer, than they would have if they stayed in school. They went to a certain tutoring school where they received free tutoring all the spring, where somehow they had room and board which was entirely free, and these boys of course have the feeling that the university owes them a living. It is perfectly frank—their fathers feel it, their friends feel it, and you cannot blame a boy who is seventeen or eighteen years of age for feeling that his athletic ability somehow should be recognized in a semi-monetary way. Now, both of those boys went to this particular university because the arrangements at this particular university were more satisfactory than they could be made at any other university last spring.

The most humiliating experience which I have had, I think, was with a boy two years ago—a splendid athlete. He was in our lowest class, four years away from college—indeed, about twelve years away, I think, at the time, so far as his preparation went. He came to me at the beginning of the year, our Junior year, "prep" year, as we call it, showing me a ticket to a certain university town which was a long way off from Exeter, and saying that he expected to enter that university the next week. I said to him: "Why go to a university? Aren't there any pleasanter places in the world to live for two or three months? You are not prepared for a university any more than my three-year-old son is. You can go there and live for two months, if you want to, if the Dean will allow you to get in, but how he can, I cannot imagine." And then I heard from the Dean over the telephone. He asked me about this boy. I said: "He is in our lowest class. He cannot possibly get into any self-respecting college." And I finally persuaded this boy to stay another year with us. I should have said that was his second year in the lowest class. At the end of that year, we followed the rule of asking him to resign from school because he had not been able, after a two-year struggle, to get out of the lowest class. The next fall, to my surprise, I found that he was in a very good university, representing that university on the football team, and I was also surprised to see that he had carried with him one other boy in our lowest class, who also represented that university; and another boy who was in our third class, holding a very ephemeral position in that third class, to be sure, but he really was in it; he also represented the university, and also a fourth boy who was in the next to our lowest class, who represented that university all through the season on the football team and played under an assumed name. We of course knew about it, and I suppose a great many others knew about it. Now, the natural thing happened. They used those boys. They were naturally eliminated when Christmas came, or when the mid-years came, two of them; the first boy went to another college, and I saw last week that he had just been elected captain of their team. Now, he is a splendid athlete, a boy without any money at all, and something has happened, and most of you know what has happened.

I had another sad experience. Last year a boy came to Exeter in order to prepare for Harvard. He found certain difficulty in one subject, and thought it would not be well to put too much time on that, so he decided on another university, and to my surprise this fall I saw that he appeared at a third university, a fine pitcher, played tackle on the football team, and this third university I know had not been in his mind in the slightest all last year.

Now, something happened, and what happens is just this: that loyal but misguided alumni are willing to pay almost any sum in order to get a winning team on the field and these boys are the



sufferers, but it is a mighty hard job to make a boy who is getting his room and his board, and oftentimes something besides, feel that he is a sufferer.

I cannot say what the colleges should do. I have known a good many college men, and talked to a good many college men. I know that the men in the colleges, and you gentlemen who are here who have that hard job of being on the athletic committee in certain colleges, are all against this thing, but it goes on in the easiest and most delightful way possible, and unless some one can rise up and say how it can be stopped, it will go on till eternity.

One thing that is wrong is the attitude which the general public has toward us who are schoolmasters, and us who teach in colleges. Coming out of the Yale-Harvard game this year, I met an old fellow whom I used to know in my college days. He was slightly intoxicated, but his mind was working in its usual channels, and he said, "I have got something important to say to you," so I knew there was only one thing to do, and that was to listen. He said, "You have got to have ——— up there at Exeter." I said, "Who is ———?" Well, it turns out that ——— is an athlete of some reputation in a certain section of the country. He said: "You have got to have him. I have got hold of him, and I have talked to him, and I am going to send him up there. Now, what can you do for him?" Well, if they come to a semi-self-respecting headmaster freely and make a proposition like that to him, you can imagine what the attitude of a great many of the general public is in regard to getting athletes.

One of the most shocking experiences I have had was to receive a letter from my own college—not from the college authorities, but from a man who represented the athletic interests of the college—saying: "Here are two boys who did not get into college this fall; now, they are fine football players. What can you do for them at Exeter?" Well, either the reputation of my school or my own reputation is very, very bad. That is all I can say. But the general public somehow feel that we are not sincere when we say that we are not going to help athletes to come to a certain institution. They simply do not believe it. It is the professional attitude which we have about our own city ball club. If you have got to strengthen second base, go out and get a man who can fill the position.

I do not know what the colleges do. I only know what I have tried to do in school, and not with great success, not with overwhelming success, but I think with some success. I have gone to these boys, gotten the members of the football team together, and I have said this: "Now, boys, the first big temptation of your life is coming to you: the first thing that is going to demand a little sand and a little strength on your part. Some of you are not good enough to be noticed by the colleges, but some of you are, and

when a man comes up to you from this university or that university and says, 'I can bring you here, and you can have tutoring if you need it, you need not pay a cent; I can arrange for your room; I can arrange for your board; I can see that you make a good club; I can see that when you get out of college you will have a job'—when that fellow comes to you, you tell him, 'I have made up my mind what college I am going to, and I am going to stand on my own legs, and I regard the proposition which you have made to me as an insult.' "

Now, if you can get boys to feel that, and I have really gotten some boys to feel it, you are going to eliminate a great deal of the trouble. But the fathers are proud of the fact that offers are made to their sons. The brothers and sisters are proud. I have had fathers tell me with a gleam in the eye that Joe is wanted here and there and elsewhere. I really think that the most effective way, as far as the school is concerned, is to create a sentiment which would make a boy feel that it was an insult for a college to come to him and attempt to use him for two months in the fall, and then throw him out and make a tramp athlete of him.

Now, I have no doubt that these other gentlemen who are going to follow me will have more specific reasons than I have had for wanting proselyting eliminated. I have no doubt that they can give you far more powerful methods of stopping the thing, but in my present state of darkness and discouragement, the only method I know of keeping the rich fellow in college from giving his fifty dollars and his hundred dollars to the boy in the "prep" school, and bringing him to that college, is to make the boy in the "prep" school feel that when such a proposition is made to him, it is lowering his manhood.

## II. HARRY A. PETERS, PRINCIPAL OF THE UNIVERSITY SCHOOL, CLEVELAND, OHIO.

I think the whole proposition of proselyting depends upon the answer to the question, "What position do athletics occupy in schools?"

### I. *Are athletics a school's biggest drawing card?*

One of our very successful graduates, an athlete himself to be sure, a boy of good standing, told me this autumn that the best advertising agency is a winning team. If that is so, in many cases everything is subservient to athletics, and there is a practical reason for proselyting. A common theory among parents and others is that the school is larger after athletic victory. A study of the attendance at our school for a period of years does not bear this out. The school has been much larger in some years



after a disastrous season in athletics than it has in others where we have had the championship of the community.

## II. *Are they the most important thing in a boy's life?*

Athletics' vogue is due to the spirit of the American people. The ordinary father would much rather see his son end on the football team than to have him lead his class in scholarship. Too often this has resulted in overtraining (not in the sense of destroying the efficiency of the team) of the first team, and under-training of the whole student body. In our school every boy takes exercise every day. After athletic defeat the authorities take comfort in the fact that all boys are getting health development, but it is hard to get that philosophy into the student mind. As a matter of fact it is hard to get into our own mind. I remember distinctly my own feelings when, as a senior at Yale, Harvard won at Cambridge 22 to 0. I had gone back to Andover for a few days' visit, and in talking with an older woman whom I had known very well there, I talked in such a way as to let her feel that it was a catastrophe which had happened. She told me that it was a vanishing thing and that I would feel better soon; which I did. But at the time it seemed a terrible blow. The importance of the athlete comes about because newspapers play up athletic heroes. One small boy becomes overnight a Napoleon in his own school, which is his world.

## III. *Are athletics part of training system?*

If, on the other hand, athletics are to occupy a dignified and prominent position in training the whole student body in loyalty, enthusiasm, and interest, and in providing for the boys on teams physical development, courage under difficulties, and persistence to success, then they are simply a part of the educational scheme and the importance of proselyting does not exist.

For all boys, athletics strengthen the body and will power; coördinate movements; make the blood flow through brain; make the world brighter and tasks lighter.

Just after returning from France, where he had had such success as ambassador, Mr. Myron T. Herrick, in driving in the country outside of Cleveland, pointed to a rather ordinary looking farm and said that place was responsible for his success. On being questioned, he said that the physique he had developed there had carried him through all of his trials and difficulties without flagging.

Athletics are taking the place of farms, and if they produce the same results they are certainly contributing to real education and are valuable for everybody. Further than that, educationally they prepare for the competition of life, develop physique for

the important function of parenthood, and surely act as a moral restraint.

This is what we aim at in athletics.

## IV. *This is what happens:*

1. One of our last year's football boys came to my assistant during the summer saying he would much prefer to stay with us, but he had an offer of all his tuition charges at an eastern school, and could we do anything for him? We couldn't, and he is playing on that team this year.

2. Several years ago a boy from a near-by town wrote asking what we could do for him for his athletics; he had no money. Later he turned up a star on a secondary school team.

3. One boy, who had practically entered our school, several years ago, changed and played on a team which had been gathered together—so much good material that the captain elected the previous year was the only survivor on the new team.

4. That the practice is at least fairly general among certain schools is shown in the common talk among boys that certain boys have been offered so much to go to certain schools for athletics.

Some of them are of course unjust and unfair, but I hear fifty rumors a season just like that.

A successful season automatically brings charges of going after boys.

Changing schools often helps a boy in his work and his attitude towards it.

## V. *Proselyting therefore exists, and, because of the enormous importance of athletics, is insidious in appearance.*

Breaking it up is no small task.

1. There is strong precedent from higher up for its continuance.

2. Its being objectionable isn't in itself going to break up the practice.

I suggest two plans:

(A) *Educational: Everybody—boys, masters, and public—should be impressed with these facts:*

1. Sport should teach sportsmanship. It isn't good sportsmanship to break into one team to strengthen another with no other reason.

2. Athletics are a means to an end, not the end itself. A boy shouldn't feel that athletic success is all that the world demands of him.

3. Athletics shouldn't be the only fact a newspaper seizes upon to remark about a school. Yet the public's demand determines what the papers print.



4. Parents should realize that athletics are only a valuable part of a boy's development and not all of it. Then they wouldn't insist on results and a boy's services couldn't demand a large return—as is the case with professional baseball players.

(B) *Practical:*

1. That the colleges set a good example and continue their efforts to stamp it out. Not only officially, but by groups of alumni. Only a year ago an estimable gentleman told me of a group of men sending a certain local star to his college. Let them direct attention to rewarding scholarship attainment by sending the cleverest boys to college. The effort to do that on a considerable scale is meeting with objection in our city on the part of younger graduates, who say that a certain college needs athletes.

2. That this Association foster a similar organization of secondary school heads, separate or affiliated with it, for working along that and similar lines. If a school which proselytes felt it would be ostracized for it, the practice would soon cease.

3. That the National Collegiate Athletic Association spread generally through the country, especially to secondary schools, an account of efforts it is making to break up the practice in colleges and why it is making these efforts.

4. That everybody in authority in schools and colleges who is convinced of the facts do his best to keep the press and the public from determining whether a school is good or bad wholly from the success of its athletic teams. I say this with every conviction of the moral and physical training derived from athletics, but with the feeling that football ability *alone* doesn't determine the highest type of boy any more than it always follows that an expert golf player, for that reason, is the most successful business man and the most useful citizen.

5. I know of a school which some years since was flagrantly guilty of padding its athletic teams by various means. That policy, I have been assured, has been the ruination of the school and the reason for its recent retrogression. If every case had justice meted out to it in that natural economic way, we shouldn't need to concern ourselves with the problem.

But Utopia isn't at hand. He who hits upon an immediate and comprehensive scheme for bringing it about will be indeed a genius. We may only work for a larger realization of the ideal of sport for sport's sake; and hope that there may be inculcated by the need for greater efficiency, a realization that accomplishing things must be carried out by training in executive ability; and that a boy who gets things done may be as useful as one who can break a physical record. And, further, in the breaking up of American selfishness, which has prevented preparedness, that an increasing interest in a desire to serve, on the part of men, may make boys ask, not "What do I get out of my athletic skill?" but "What can I do to help my school?"

### III. PRINCIPAL M. R. McDANIEL, OAK PARK HIGH SCHOOL, ILL.

The ways and means of proselyting are many and past finding out. It is almost impossible to get any direct proof about the matter, because neither proselytes nor proselytors are much given to proclaiming the practice from the housetops. Notwithstanding this dearth of evidence, somehow we are all convinced beyond a reasonable doubt that the practice does exist.

A college will give a big meet and invite all the schools in its section to attend. The fraternity men, and especially the alumni, make the visit of the promising athlete a very pleasant one. He is banqueted, entertained in various other ways, and is shown all the trophies of former victories. He goes home wearing on his coat a pledge pin, and under his coat a feeling that if he enters that college all glory and honor, and probably something more remunerative, will be added unto him.

Some schools are said to be rather liberal in granting scholarships, or "athleticships," to young men of promise who are not financially able to support themselves while winning glory for their college.

Sometimes the business men of a college town subscribe money to pay the expenses of enough athletes to insure a winning team, for the team and spectators that win usually have more spending money than has the losing side.

But more often it is the alumni who are willing to relieve the athlete, who is able to take part in the really worth-while things of college life, from the embarrassing position of having to attend to such a trivial thing as making a living. For these athletes jobs are obtained or created. Most of these jobs are merely sinecures. For example, one who is sufficiently athletic to be able to ring the chapel bell can earn all of his expenses, and some Christmas money in addition, by performing this service. Or one may mow the campus lawn from the time the football season closes until time to begin baseball practice in the spring, and thereby earn enough to last the remainder of the season.

As I said in the beginning, most of these things are hard to prove, but sometimes one stumbles on the facts in such a way as to dispel all doubt. I know of one boy who, after refusing tempting offers from three different colleges, accepted a more flattering one from his home college. Another boy received all expenses and \$100 per year for four years. Still another received all expenses and \$300 per year. Some of my own boys have received tempting offers, chiefly from academies and private secondary schools of the Middle West. One of the boys, a baseball pitcher, was approached many times, and was offered "something more than expenses."

I need not dwell long on the evil results of proselyting. By their very secrecy in the matter, the school and the proselytor



admit the evil as something to be ashamed of. The purpose of the college should be to turn out good citizens. Four years of training in bad citizenship is surely not the best prescription for good citizenship in the future.

The evil in the Middle West is not nearly so great as it was a few years ago, especially in the matter of granting scholarships. During the last three years scholarships have been granted to sixteen graduates of the Oak Park High School; only one of the sixteen has ever taken part in athletics, and I am sure that the scholarship was given to him because of general merit, and not because of his athletic ability.

The freshman rule has done much to abate the evil of proselyting, and would do much more if observed by all the colleges. The small institutions no doubt feel that the observance of the rule would injure their chances of success. No doubt it would lessen temporarily their chances of success, if by success we mean victory. The loss in even that respect, however, would be only temporary. The trouble is that they are not willing to give up a temporary advantage for the sake of a permanent gain. I would strongly recommend that colleges observing the rule refuse to play those that do not. This would compel many of them either to observe the rule, or to give up intercollegiate athletics. While I favor intercollegiate contests, I think that the college which cannot maintain them without using freshmen, and especially without using proselytes, does not have much worth maintaining. I would not favor the freshman rule if it kept freshmen out of athletics, but it does not; on the other hand, many more of them take part than would without the rule. In many colleges there are as many candidates for the freshman teams as for the varsity. Very few of these freshmen would ever come out to try for the varsity, because they would know in advance that the chances for making the team were not good. I should like to see the rule extended to the sophomore class, as well as to the freshmen, if it would increase the total number taking part in athletics as the freshman rule has done.

But proselyting can never be eliminated by rules alone. Rules will help, but there must be developed in the minds of all concerned a conviction that proselyting is not clean sportsmanship—that it is an evil which must be eliminated. Until proselyting and some other evils are corrected, we can expect to have many more “indictments of intercollegiate athletics.” Much of the work of developing a proper attitude can be done by the secondary schools. We have the boys at the most plastic and impressionable age, when it is easy to develop ideas and ideals of clean sportsmanship. We are too apt to think that athletics are not a real part of our educational system, and also to think that while young people should be honorable in other things, it is too much to expect them to be square in athletics. It is natural for a young

man to be flattered by an offer from the alumni of some college. The proposition is presented to him in such a way that he is made to think that ability of his particular kind is rare and in great demand, and that it is only reasonable that such ability should be paid for. He loses sight of the fact that athletics are educational, that he is the one who is receiving the training, and that it is not fair to be paid for accepting this training at the hand of the college. If we secondary school men will have the courage to live up to our convictions, to preach what we think, and to practice what we preach, the young people will see the matter in its true light and will refuse to be bribed, and, as one of my boys said the other day, will consider it a reflection on their own ideals of sportsmanship if they are even approached with an offer of pay for their athletic ability.

But while rules can help, and while secondary school men can do much, the burden of the work of eliminating proselyting rests with the colleges themselves. The whole present system of athletics needs to be reorganized. The idea that victory, gate receipts, and “giving the spectators what they want,” are the chief ends of athletics must go, and the idea of athletics for their educational value must come to the front. Few colleges will admit that victory is the chief end to be sought, but what they do speaks so loudly that we cannot hear what they say. Neither do we find it so nominated in the college catalogue that athletics are a part of the commercial department, but under the present system this would be much more appropriate than to catalogue them in the department of physical education where they should belong. In some colleges, athletics, as at present directed, or rather misdirected, are just a big side show, or really the main circus, with languages, history, and mathematics thrown in to relieve the monotony of between seasons.

In the early history of our country, our schools and colleges were for the few—for the elect. The idea was aristocratic, but we have long since given up the idea. Education is for all, and the average boy and the dull boy receive their full share of attention. In athletics we still hold to the aristocratic idea that athletics are for the few, and not always for the most promising few either. In our early history, education was chiefly for those preparing for the ministry. For more than half a century Harvard was a training school for ministers. William and Mary was founded because, as was said at the time, “Virginians had souls to be saved as well as their English countrymen.” Of the first thirty-three graduates of Yale, twenty-five became preachers. This early training was given to the young men who probably would make the most use of it, and therefore to those who needed it most, while in athletics at the present time the training is given to those who need it least. Instead of the worthy work of train-



ing preachers and saving souls, our object in athletics seems to be to fill the bleachers and to count goals.

I repeat that our present practice needs to be reorganized. We must give up the idea that victory is the thing above all else to be desired. We must give up in our practice, as I hope we already have in our thinking, the idea that athletics are for the few, and must substitute the democratic idea that athletics are educational, and therefore for all.

Ways and means will present themselves when the idea is actively accepted. In a few places much has been done. Intramural athletics already have proved that men will come out and take part in athletics if given the chance, but they will not come out when they know that the number will very soon be reduced to five, nine, or eleven men. Young men are not desirous of failure in trying to make the team any more than in anything else. I have in mind one school which had ten football teams, and there are only 150 men in the school. In our own school last year when we played interscholastic basket ball about forty boys came out at the beginning of the season. This number was soon reduced to twenty. This year, with intramural basket ball and with four interscholastic games scheduled for the close of the season, we had 150 boys out, and that number, instead of being reduced one half, has increased to 170 boys.

I would encourage intramural athletics to the fullest extent possible, but I do not believe in turning the boys out in the field without a director, with a "go to it and God bless you," as is advocated by some, for if the few need training, surely the many need it more. Neither do I believe that intercollegiate athletics should be given up. A few intercollegiate contests at the close of the season, the contestants to be chosen from the various intramural groups, will encourage even more men to take part, and to my mind is a better way than the present of selecting the best men.

What is needed in college athletics is for a few colleges, preferably the strong ones, to break away from the traditional methods, and adopt the policy of "Victory or no victory, everybody in the game," and the problem of proselyting will be solved.

#### IV. DR. WILLIAM MANN IRVINE, HEADMASTER OF THE MERCERSBURG ACADEMY.

This subject is as complex as the question of sin. If all the good people were entirely good and all the bad people were entirely bad, the great moral question of the ages would be easily solved; but alas! the good people have so much bad in them and the bad people have so much good in them, that perplexity abides

with each succeeding generation. To a certain degree the same truth holds with this topic.

This question not only is complex, but, like other questions, into which right and wrong enter, is subtle. It springs from two causes: First, an overdrawn or too highly colored loyalty which creates or expresses itself in unwise partisanship in athletics; and second, the use of money, or its equivalent—akin to graft in politics—to attain an end. That end, of course, is athletic victory.

Proselyting is of two kinds, *i.e.*, honorable and dishonorable. Proselyting, as the Standard Dictionary tells us, means "To win over to a different opinion, belief, or party." In persuading boys to enter school or college there is a legitimate form of proselyting. Let me illustrate. In each year there visit Mercersburg presidents or other officers from a dozen or more institutions. As a matter of courtesy, I say to them: "Would you like to meet the boys who expect to enter your institution and any others who have not yet made a choice of college?" If they wish it, I call to my office or to the school assembly room these boys, the number varying from five or six to half a hundred, according to the popularity of the institution represented. The college representative talks to these boys in a group and if any so desire he gives each boy a personal interview. This form of winning a boy to a different opinion is legitimate. In contrast to this spirit of good will, there have come to Mercersburg on three different occasions officers of higher institutions, apparently to call upon a boy who was a personal friend. When those representatives left Mercersburg I found they had, in a sneaking way, been canvassing our own boys to leave school at the end of the year and be enrolled in the colleges represented. These colleges, with their low entrance requirements, by proselyting of the baser sort, were competing with us for boys who needed at least one year more at Mercersburg to finish the course. You will agree with me that this form of proselyting is absolutely dishonorable.

Proselyting takes objectionable form when a boy of limited financial ability is helped simply because he is an athlete. Now, every bright American boy who desires a college education should have the opportunity of securing it. The late President Garfield recognized the fact when he compared European society to the strata of the earth, each layer remaining in its original position unless a convulsion brings it to the surface; but American society he likened to the water of the ocean where the drop that mingles with the sand at the bottom in the next moment is free to rise and sparkle on the top of the highest wave that rolls.

Nobody criticises the congregation which selects one of its brightest boys and educates him for the Christian ministry. Nobody criticised Cecil Rhodes when he stipulated that his beneficiaries should be selected on the basis of scholarship, personality,



and athletic ability. Nobody criticises the Harvard, Yale, and Princeton clubs in many sections of our nation for holding competitive examinations for scholarships in those universities. If the candidate who proves to be highest in scholarship is also a skillful athlete, no word of criticism is heard. Nobody criticises a certain New England college which grants the privilege of deferred payment of tuition to needy students whether they be athletic or not. The institution is co-educational and the privilege is extended to girls as well as boys. The real point to remember is that competition must be open to all, and the award of scholarships or the opportunity to earn money must be on the same level for all.

When I visit another academy I invariably put two questions to the headmaster. My first is: "What is your hardest problem?" Every headmaster has some puzzling, elusive problem which tests his very soul. My second question is: "What is the best thing that you are doing?" A few years ago at Andover I put this second question to Professor Newton, who was my host (Doctor Stearns was absent on that day). Professor Newton immediately answered: "Helping seventy-five boys of limited means to secure an education." That number at Andover has recently been increased, I am told, to one hundred boys. The three academies with the largest number of enrollments in America among schools of their type, Andover, Exeter, and Mercersburg, use the same system of helping poor boys to secure an education. In each school the boys helped in this way must make higher grades in scholarship on the average than the rest of the school, and the majority of these beneficiaries have no athletic ability whatever. This form of student help, in spite of the misunderstandings, jealousies, and occasional falsehoods coming from other schools, or schoolmasters, is universally recognized to be legitimate, worthy, and commendable.

There is a form of proselyting, or of helping athletes, which is absolutely wrong. Since I accepted the invitation to speak on this topic, I have interviewed graduates, instructors, and coaches from a score of colleges. I must confess I was amazed by the information which I received. I shall put some of these stories into simple, concrete form.

A man who is now a member of my own faculty and who had some ability as a sprinter was offered \$200 a year toward his board and tuition by a certain small college in Pennsylvania. This man did not take his course in that institution.

In another college the expenses of the star fullback and captain were paid by his classmates. He did not try to conceal the fact. On the contrary, when I was introduced to him at an educational convention, he argued with me that his status and that of his class were above reproach, and that the transaction was perfectly legitimate. In that same institution, I am told, a yearly collection

is taken among the fraternities so that the regular charge of \$5.50 for board is reduced to \$3.50 a week for athletes.

The head of one of our own academy departments, who was graduated from a college in central New York not so many years ago, tells me that in the spring term of his senior year he was invited to "chip in" with the rest of the boys in order to pay the expenses of the varsity pitcher. The pitcher was a big husky who had entered without passing examinations. This instructor said: "I refused to 'chip in', and thereby made myself unpopular with many of the boys."

A student enrolled in one institution left that institution for a second institution because of "offers," as he termed it. After a time he returned to the first institution, because the president of the second institution, he reported, had "cheated him out of the money promised."

A man who had paid full tuition rates in preparatory school for his son failed in business. The boy was not able financially to return for the last year of his course. He entered a small college, and while playing on the football team of that institution told me that he was not paying one cent for anything.

A Mercersburg student, one of the best scholastic sprinters of the last five or six years, showed us a letter from a graduate of a prominent New England college. In the letter the boy was offered, if he should be enrolled in that institution, not only the expenses through the four years, but a liberal allowance for clothing and spending money. The boy did not accept the proposition. In a following year another Mercersburg boy of athletic prominence received from that same institution a letter of like character.

Last spring a certain Mercersburg boy was the best distance runner in all the schools. He ran the mile and two-mile in record time. When it was announced that he had broken the American Interscholastic Record for the mile, he received overtures from a dozen higher institutions of learning, some of them offering to pay all his expenses. He disregarded these letters.

In September last a boy who had passed all examinations, with the exception of four, for entrance to college, and who was a star tackle, was sent by his father to Mercersburg for an additional year of preparation. I now have filed in my desk a copy of a telegram received by that boy. The telegram was sent by the football manager of a certain college; it offered to pay all expenses if the boy would enter that college immediately on certificate.

Some of these managers and coaches make a lot of trouble for us headmasters. Frankly, such managers and coaches deceive a lot of boys by telling them that they can enter college when the boys are not fully prepared to do so. Every year one or two of our boys, by such false promises, are put into a mood which makes it very difficult to handle them.



In the privileges which college training gave me, and as headmaster to more than four thousand boys, the majority of whom have entered ninety-nine different colleges and universities of wide geographical range, I am persuaded that there is a loyalty which is at once wise and ennobling. I can never show full gratitude to Exeter and Princeton for what they did for me.

Every man of you cherishes the same feeling toward his Alma Mater. You and I owe a great debt to the past, but we cannot pay it to the past; all we can do is to pay it to the future—to prove our loyalty by handing on to future generations of boys the torch of hard work, fair play, and clean life. This type of loyalty is ideal.

There is, however, a type of loyalty that is overdrawn and dishonorable, and for many of these irregularities and evils the alumni are to blame. The alumni of a certain college a few years ago decided that they must have a star football team, and these alumni, I am told, immediately raised a fund of \$25,000. One of the men whom I interviewed told me that this money was in a large measure divided among the members of the team. This man also said to me: "X, who was one of the stars on that team, is a friend of mine, and his share of the dividend was \$1600."

Here is another case of excessive loyalty on the part of alumni. I relate the incident as it was told me recently by an ex-varsity football captain. The boy, we shall call him Z, was a star half-back on his school eleven. He had passed a number of examinations for entrance to a prominent eastern university. He was of limited means and had partly worked his way through school. Just as he was ready to take the other examinations, he received a letter from a certain university which in substance said: "We have deposited \$800 in the bank. You can enter our institution by certificate, and if you come to us the \$800 is yours to do with as you please. In addition, your college expenses will be paid." The boy reflected that the \$800 would help his parents at home. He did not take the examinations, was enrolled in the university from which the letter came, and to-day is one of the best known players in intercollegiate football.

If we were to hold a symposium here to-night, and each man were to speak frankly, no doubt many other examples like these could be related. This kind of proselyting, or of "winning over to a different opinion, belief, or party," is wrong. The question naturally arises, "How can it be remedied?"

I have always maintained that abuses in management or morals in any institution can be cleared up by determined effort on the part of the executive officers. This means constant and close supervision and courage by those high in authority. Those of us who hold executive positions have on our shoulders a solemn responsibility. We believe that athletics, wisely conducted, are a fine expression of the human spirit. Our wish is that our boys

be the embodiment of both virtue and power. Under our guidance they must learn that a lie never can take the place of the truth. Mr. Roosevelt put it tersely when he said to a crowd of boys: "You never can be neutral between right and wrong." Our boys must be honorable, because if they have honor they have everything; or, in the words of the Duke of Wellington, who spoke to a larger audience, "A nation can survive defeat but never survives national dishonor."

#### V. DR. ALFRED E. STEARNS, PRINCIPAL OF PHILLIPS ACADEMY, ANDOVER.

I think the ground has been pretty thoroughly covered to-night, as we have studied this problem from different angles and from different quarters of the country. Every one of us has gone through very much the same experience that you have heard from the lips of the different men who have already spoken to you. Incidents almost without number can be mentioned by each one, and the question before us is not what has happened, but what are we going to do about it.

I am not quite so much of a pessimist on this subject as I was when I was invited to speak before the New England Conference in Boston a few years ago, because I think things were decidedly more rotten in those days than they are to-day; and when I look back on my own school and college days, I know that they were infinitely worse then than they were the last time I spoke, and than they are to-night. The situation has unquestionably been improving among the leading colleges of the East. I say of the East, because those are the only ones with which I am familiar. I understand that the same thing is true of the leading colleges of the West as well. So far as I am concerned, the greatest troubles and difficulties arise from the smaller institutions.

It was not a great many years ago that an incident occurred which illustrates the difference, the changed conditions. Two of the leading universities of the East met for a football game. It just happened that year that of the twenty-two men that came on the field, eleven were old Andover men, six on one team and five on the other. The five on one team were all regular graduates of the school, and the six on the other team had none of them graduated; only one had got as far as the senior year; five of them had been dropped, and one was dropped from our lowest class. Now, that situation to-day absolutely could not exist. The boys who go to the particular institution in question go to-day to get the benefits of a real education, and they have to prove their worth intellectually before they can get in. The



men who represent us on that university team to-day are perhaps few and far between, but they are men of whom we are justly proud. As I have watched the thing, the area of cleansing has gradually widened, and certainly among the New England institutions with which I am familiar there is very little complaint to make except from one or two sources of which I will speak in just a minute, but certainly nothing to complain of so far as the authorities of those institutions are concerned.

The boys to-day who drop out from our school, who have been prominent athletes, are those who fail to make their standing and have to go, and I suppose, like the poor, we will always have those with us, to a limited extent at least, as long as we have athletics. They go out a little further into the country to find the institutions that are waiting for them, and those institutions still exist, and they are known to the student body and are regarded as fit receptacles for the students, so to speak, of athletic life. These are hopeful signs, and show that we should take courage and keep at it.

The schools themselves, I know, have worked hard. The leading schools, such as those schools which are represented here to-night, I know have worked hard, because I have been over this thing again and again with the men in charge, and I have kept in close touch, and I know that we are all sincerely interested in cleaning this thing up, and I will even go so far as to say that in most of the schools, if not all of them, it is a little harder to-day for a man who is known to be an athlete to get in, than it is for a man who is known not to be. I have seen a number of letters that the boys have shown me, on entering school, when I had no reason to know that they were athletes at all, in which they were very philosophically advised by their friends to say nothing about their athletic ability until they had been duly registered in the school, and I think I might illustrate that by a little incident that occurred only a couple of years ago. A fellow down South wrote me in the tenor in which many fellows have written in the past, but few are writing us to-day, stating his athletic ability in rather glowing terms, and then asking, point-blank, "What would you do for me?" He was a fellow in Georgia, rather an illiterate boy, and I wrote him back two or three lines only, telling him that we had nothing, that he had evidently sought the wrong institution, and that he had better look elsewhere. He wrote back a very indignant letter calling my attention to the fact that he was descended from the very best old Southern stock, that he was proud of that connection, that he wanted it to be understood that he had a high sense of honor, and that I had entirely misjudged his motives and purposes and owed him an apology. I wrote back and told him that I was glad to know of the connection, but I called his attention to the fact that what he had said was true, that the Southern-

ers did have a high sense of honor and enjoyed that reputation throughout the country, but that I thought his ancestors would turn in their graves, recognizing the conditions that prevailed to-day, if they knew that he was trying to barter his athletic ability in return for an education. And again came back a more impassioned letter than the one preceding, in which he called me a few choice Southern names, and then wound up by saying, "Hereafter, Sir, when I seek advice I will know better than to go to a damned Northern Yankee."

Now, there are two or three sources of trouble, as I view the situation to-day. One has already been dwelt on at length here, and that is our misguided and ultra loyal alumni, and just how we are going to handle that problem I do not know, because, as has been said, the ice is pretty thin and it is hard to get at them. Furthermore, we do not get all the information; we do not hear one-fiftieth, I suppose, of the cases that actually occur unless we go out, as Dr. Irvine has so systematically done, and seek that definite information; and then we are not likely to get it until our boys are well along in the course or just getting into college, perhaps, or leaving college.

And then, again, a second source of trouble is the establishment of a large number of local scholarships. There, again, the alumni are largely to blame. There is no doubt that these scholarships very frequently pick up deserving fellows, very deserving fellows, but I have a very strong suspicion, amounting to more than a suspicion, for a number of them who have, for some reason or other, failed to get into their colleges have been turned our way for a rounding-off year, and I found that of that number—it is limited, to be sure—a very abnormal majority are very promising athletes and not altogether promising scholars. There is no doubt that these scholarships are being used to favor the athlete as distinguished from the scholar.

As to the third difficulty, I would mention the summer camps, which are practically a modern invention. You know how popular summer camps have been growing all over the country; a great many boys are going away and spending their summer vacations at these camps, having a good time, doing sometimes a little tutoring, leading a wholesome, vigorous, out-of-door athletic life, but spending the summer in a way that is far better than hanging around summer resorts, hotels, and things of that kind. But in the course of this development there have grown up a few camps which are very distinctly proselyting centers. A camp will be started, no formal announcement or official announcement is given of the fact that they are to exert their influence in favor of any individual college, or in favor of athletes, but it is a curious fact, nevertheless, that in those camps the counselors are all selected from the star athletes of the college of which the owner happens to be a graduate. The young



boys are susceptible and plastic who come there, and the athletes are especially encouraged to come and fall under this influence for the summer, and are naturally more or less moulded by it in their college aspirations, and in that way the camp forms a natural stepping-stone for these fellows from the schools into the colleges.

There are many incidents that I could mention. I am going to mention just a couple that I think would be of interest as showing how the thing may work. It is amazing the amount of ingenuity that can be displayed in getting a poor scholar into a college that has supposedly good standards of admission. Here is a case that occurred less than two years ago. It is probably the most flagrant case that ever came under my notice as indicating the extremes to which proselyting can go. We had in Andover at that time a young fellow who grew up in the town and who happened to be a rare athlete on the track. He had the interscholastic records in several events and was known all over this part of the country as one of the most promising schoolboy athletes of his time, and he was under constant pressure, a great deal of it. He wanted to go to Yale, where his friends were going. His father, who had some Harvard connections, and who wanted him to go to Harvard, finally induced him to go to one of the summer camps. The boy happened to have a mind of his own and the very evident influence which was exerted on him at that particular camp reacted; he rather resented it, and it steered him off in another direction. He tried the examinations of the two universities in question, but he was a slow scholar and just missed out by one or two subjects in each case. Then some of his friends said, "Why don't you try such-and-such a college," mentioning a prominent New England institution. He did not want to go there particularly, but he was very anxious to go to college that year, so he went up, looked the ground over, and found that he was not quite fitted to go into that college either. Two days after coming back to Andover he received a typewritten letter from a New England city not far from the college in question, where there were a good many alumni of this particular institution. The letter was written on the firm paper of a firm of prominent lawyers, both of whom are graduates of this institution. It was signed in type by the initials of one of the men whose names appear at the top of the sheet, and the substance of that letter—I saw it myself afterwards—was this: "If you will follow our directions implicitly, we can assure you admission to this institution. On such a date wire to the registrar of Johns Hopkins University in Baltimore, Md., *on no conditions write, but wire*, asking him to wire you the results of your entrance examinations to that institution. Present the telegram which you receive in reply to the dean of this particular college and your admission is assured."

Now that, I confess, was absolutely a new one to me, as I think it probably would be to most of the college officers. And yet I defy any college officer to scent the real trail there. It was a perfectly natural thing. Any man in the rush of opening, getting a telegram from a dean saying that so-and-so had passed a certain examination, would think that he had done so, and the boy would get in, and no suspicion would attach to his admission. Fortunately, as I say, this boy had a mind of his own, and he resented it. He took the letter to his father, his father brought it to me, and the facts all came out.

The other incident is one which I mention simply because it indicates what some of the alumni occasionally do. You have heard all about the black sheep, but I am glad to say that there are a good many who resent this thing just as much as we do, and I am going to mention this because it concerns a man who is known to you all. When a certain famous football player went to Harvard from Andover a few years ago, there was a great deal of talk about it, and ugly stories and rumors. I happen to know the whole inside of the thing, because the boy had made a confidant of me and had told me his whole story. He went to Harvard because he wanted to go to Harvard, and he wanted to go to Harvard because he thought it was the proper thing for him to do in view of the home conditions, and there was absolutely nothing about his admission that could leave upon him the slightest ground of suspicion or complaint. At one time he was anxious to go to Yale, because his friends were all going there, and he explained to me that his father had been to Harvard, and his brother, and the pressure was so strong that he would be ostracized at home, even if he kept his friends, if he went anywhere else. As we discussed the matter from different angles we both came to the conclusion that the only thing for him to do was to go to Harvard. Just before he entered Harvard, a story got abroad that undue pressure was being brought to bear upon him to go to Harvard and to take him away from Yale. It happened that in the town there was an enthusiastic and loyal Harvard man who had the very highest and keenest ideals of sportsmanship; he was an athlete himself and had kept in close touch with athletic matters. He heard these stories and immediately began to investigate. He found out that some definite offers had been made, and so he telephoned to me and asked if he could bring the boy up to the house. It was during the summer, after school had closed. So he came up to the house with the boy, and we sat down, and he said: "Now, —, I am going to ask you a few questions and I have brought you up here to answer them. I am going to ask you point-blank if you have had any offers from any Harvard men to go to Harvard?" The boy hesitated a minute and said, "Yes, I have." He said, "How did the offer come to you?" "It came through an old



Harvard man who lives out in my town." "Do you know who the man is who is back of it?" "No, I know nothing about it." "What form did the offer take?" "This fellow told me that an old Harvard man who was very much interested in me would guarantee to see me through college if I would promise to go to Harvard, that he would stand back of me." "What did you say to him?" "Well, for a minute it seemed pretty attractive, but the more I thought of it the more disgusted I got. I talked it over with my people at home, and they felt as I did about it, and we turned the thing down flat. I confess it looked pretty good for a minute to think that I could go through college without working, and enjoy the good things of college, but I thought it was not the right thing, and I turned it down."

Then the former Harvard athlete said: "I know all those facts, and I have only asked you to state them so that I can explain the situation here in the presence of a witness. I know who that man is. He is one of the biggest scoundrels that ever went out of Harvard. He does not stand well in the estimation of his mates; they are all disgusted with him; nobody has any use for him; he has some money and that is all. But," he said, "I simply want to tell you that if I had found out that you had not turned that thing down, I was prepared to advertise you from end to end of this land as a man who had sold his honor and his soul, and furthermore, I would have gone so far that you would never have represented Harvard on any team; but I am thankful to say that I have found out what the actual facts are, and I give you my hand, and congratulate you that you have been man enough to turn down a temptation of that kind."

I mention this instance simply because it seems to me to indicate the way out of this trouble, or one way out. Most of these things, as I say, do not come to our notice. The boys are not going to tell about it unless you pull it out of them. The public generally does not know about it, and yet, to a susceptible young fellow who has not yet formed his character solidly, who sees the glamour of athletics and the publicity and notoriety, and hears the public shouting and yelling, and sees the newspapers giving front pages to the thing when the world war is crowded onto the back sheet sometimes, it is not any reflection on them that they sometimes yield, and that they often stumble and hesitate, and if we owe anything to them it is to protect them from that sort of thing if we possibly can, realizing the fact that they are not yet men, and that they have not yet altogether appreciated the subtleness and the seriousness and the menace of the whole thing.

I do not have any definite concrete remedies to offer, but I believe we are hitting this thing from the right angle, and that we have been all these years. In the first place, let us look at the causes—what brings this situation to pass? It would not

be existing if it were not for an abnormal situation that exists in the athletic world to-day. If athletics were on the same basis as our other college activities, we would not have the problem at all, and the question then comes right down to that of getting athletics on its proper basis, on a normal level, at least with the intellectual life, and certainly with the other outside college activities.

What are we legislating about summer ball for? I have always taken the position on summer ball that, as long as the situation exists as it does and the colleges and schools take the position that summer ball must be cursed and damned and legislated against, I would back them up to the limit and stand by the agreements and the rules. But I used to play summer ball when I was in college, and I had a bully good time out of it, although I would have been kicked out of home if I had taken any money for it; but I have never seen the real menace in the thing itself, except as it represents a condition of affairs that is to be deplored. If athletics occupied the same position that the other activities do, that intellectual life does in the college, it would not be necessary for us to talk about legislation against summer ball at all, and the criticism that some aspiring baseball star might seek and gain admission to college need not concern us at all. We might give him an education, and perhaps we would have done something worth while in spite of the fact that he was cursed with athletic ability; but if the colleges are not able to determine the question when they are admitting pupils into the institution, I do not know who else is going to determine it for them. That is their problem.

We are obliged to legislate against summer baseball; we are obliged to make special rules about freshmen participating on athletic teams; we are obliged to make rules because athletics have got away from us—they have got out of bounds and kicked over the traces, so to speak, and the fearful publicity which is given them, the notoriety, the spectacle, the vaudeville part of the thing, is what attracts these youngsters, appeals to their imagination and gives them an absolutely distorted view of their relations, not merely to the college which they hope to enter, but to the world at large. If we are bound to do anything, it seems to me we are in duty bound to try to rectify that situation.

How are we going to do it? I do not know how, unless by forcing athletics down to a more normal level, by forcing all of our boys to participate to the same extent. Of course, the varsity man is bound to get more credit, more glory, more notoriety than the fellow who plays on the class teams or on the scrub teams; but he won't get half as much as he does to-day if he gives the same amount of time to it that every other fellow in the institution is required to give. He will not get that abnormal



and twisted view of things if he does not go running around the country every week, playing here and there and everywhere, allowing his studies to take a secondary position, and he won't get that twisted and distorted view of it if the newspaper notoriety, which is one of the most deadly things for these younger boys, particularly, can be reduced to the minimum.

And so it seems to me that the problem has got to be dealt with from a very much wider angle than we have ever tackled it from before, in bringing the whole athletic situation down within our proper, normal control, where athletics become an elevating force for the whole student body, an inspiration to the whole student body, an aid to the physical and mental upbuilding of the whole student body and a moral quickening and awakening for the whole student body, because that is what athletics can and ought to be, and will be if they are properly handled.

And then the other thing—and this is for the college more than for the school—is to scrutinize with infinitely greater care than most of the colleges do to-day the records of those fellows who come in on local scholarships, who come in from summer camps, and who come in from the bane of every headmaster's life, the tutoring schools; because, as has been so well pointed out here to-night, the tutoring school gathers in an absolutely absurd number of "lame ducks" in the intellectual line, but very live ducks in the athletic line. Those fellows ought to be scrutinized. We may be a bit unjust at times and unduly suspicious of individuals, but let them go. We will gain more than we will lose by that process, and if the colleges follow up those men from those sources much more carefully, much more exactly than they do now, and take the trouble to write to the headmasters of the schools from which they came before, looking back over the record for two or three years, it would save a lot of trouble that develops afterwards in the way of criticism and admission of boys who do not belong in college.

So there are two suggestions out of my own experience that I have to make. That we scrutinize our men more carefully, especially when they come from irregular sources, and that we make a more concerted effort to get athletics off the vaudeville stage, out of the realm of the spectacular, down to the normal, healthy, vigorous, and wholesome activity of student life.

I believe, under these conditions, many of these evils which we deplore so much and which we struggle with every year will disappear in the natural course of events.

## APPENDIX I.

### THE FOOTBALL CODE.

Both in play and by tradition football is a distinctively academic game—the game of the schools and the colleges. The friends of the game must accordingly rely on the schools and colleges for the preservation of its past traditions and the maintenance of the high standards of sportsmanship in its play, which are to be expected in a distinctively academic game.

In some sports it is possible to attain reasonably high standards simply by the adoption and enforcement of rules, but this is not true in football. There are so many men engaged in action, the action is so rapid and so constantly shifting, that it is impossible for any official to discover every possible infraction of the rules.

The Committee, in the remodeling of the rules that has gradually taken place during the past ten years, has endeavored to prohibit and suitably penalize all forms of unfair tactics and practices. It has also endeavored, so far as possible, without affecting the integrity of the game itself, to remove special temptation or opportunity for unsportsmanlike play.

So far as the rules themselves are concerned, the Committee feels that it has done about all that it can do, and it has been with continually increasing satisfaction that the members of the Committee, in common with all other lovers of the game, have observed the rapid improvement in the standards of play during the past ten years. Each year there has been less attempt on the part of the players "to beat the rules," and unfair tactics have largely disappeared. The "anything to win" coach is disappearing. Officials are generally more efficient and fearless, and their rulings are more and more being accepted without quibbling.

There are, however, still many school teams, and even some college teams, that seem to fail to recognize that the first obligation of every football player is to protect the game itself, its reputation and its good name. He owes this to the game, its friends, and its traditions. There can be little excuse for any college player who allows the game to be smirched with unsportsmanlike tactics.

In the case of the players in the school teams, however, the Committee is inclined to believe that unsportsmanlike play is due largely to ignorance of what the proper standards are, and what the great host of ex-football players and friends of the game expect from the boys who are just learning it.

For the benefit of those who are just beginning to learn the game, the Rules Committee has decided to publish in the official Book of Rules the following suggestions:



## HOLDING.

Holding is prohibited by the rules because it does not belong in the game of football. It is unfair play. It eliminates skill. The slowest man in the world could make a forty-yard run in every play if the rest of his teammates would hold their opponents long enough. The game is to advance the ball by strategy, skill, and speed *without* holding your opponent.

Perhaps a good game could be invented, the object of which would be to advance the ball as far as possible *with* the assistance of holding your opponents, but it would not be football. It would probably become a team wrestling match and, unless drastic rules rigidly enforced prevented it, a free fight. If your coach cannot show you how to gain distance without holding your opponents, get another coach. It is fair to assume that he does not understand the strategy of the game.

## SIDE LINE COACHING.

Coaching from the side lines is prohibited in the rules because it is considered an unfair practice. The game is to be played by the players using their own muscle and their own brains. If an onlooker, having seen all the hands in a game of cards, undertook to tell one of the players what card to play, the other players would have just cause to object.

## "BEATING THE BALL."

"Beating the ball" by an unfair use of a starting signal is nothing less than deliberately stealing an advantage from the other side. An honest starting signal is good football, but a starting signal which has for its purpose starting the team a fraction of a second before the ball is put in play, in the hope that it will not be detected by the officials, is nothing short of crookedness. It is the same as if a sprinter in a hundred-yard dash had a secret arrangement with the starter to give him a tenth of a second's warning before he fired the pistol.

## TALKING TO YOUR OPPONENTS.

Talking to your opponents, if it falls short of being abusive or insulting, is not prohibited by the rules, partly because it ought not to be necessary and partly because no rules can make a gentleman out of a mucker. No good sportsman is ever guilty of cheap talk to his opponents.

## TALKING TO OFFICIALS.

When an official imposes a penalty or makes a decision, he is simply doing his duty as he sees it. He is on the field representing the integrity of the game of football, and his decision, even though he may have made a mistake in judgment, is final and conclusive and should be so accepted. Even if you think the decision is a mistaken one, take your medicine and do not whine about it. If there is anything to be said, let your captain do the talking. That's his business. Yours is to keep quiet and play the game.

## THE FOOTBALL CODE.

You may meet players, and even coaches, who will tell you that it is all right to hold or otherwise violate the rules if you do not get caught. This is the code that obtains among sneak thieves and pickpockets. The crime in their code is getting caught.

*The football code is different. The football player who intentionally violates a rule is guilty of unfair play and unsportsmanlike tactics, and, whether or not he escapes being penalized, he brings discredit to the good name of the game, which it is his duty as a player to uphold.*

E. K. HALL, Chairman,  
J. A. RABBITT,  
C. W. SAVAGE,  
H. L. WILLIAMS,  
CLYDE WILLIAMS,  
W. A. LAMBETH,  
PHILIP HAYES,  
CARL WILLIAMS,  
PAUL J. DASHIELL,  
PARKE H. DAVIS,  
A. A. STAGG,  
FRED MOORE,  
A. H. SHARPE,  
WALTER CAMP,

*Rules Committee.*



## APPENDIX II.

### CONSTITUTION AND BY-LAWS OF THE NATIONAL COLLEGIATE ATHLETIC ASSOCIATION.

#### ARTICLE I.

##### NAME.

The name of this Association shall be the NATIONAL COLLEGIATE ATHLETIC ASSOCIATION.

#### ARTICLE II.

##### OBJECT.

Its object shall be to study various important phases of college athletics, to formulate rules governing athletics, and to promote the adoption of recommended measures, in order that the athletic activities in the colleges and universities of the United States may be maintained on an ethical plane in keeping with the dignity and high purpose of education.

#### ARTICLE III.

##### MEMBERSHIP.

SECTION 1. All colleges and universities in the United States are eligible to membership in this Association.

SEC. 2. Two or more colleges or universities may, with the consent of the executive committee, maintain a joint membership, and be represented by one delegate. This delegate shall be entitled to one vote only.

SEC. 3. Any institution of learning in the United States, not included within the definition of the constitution as to active membership, may become an associate member of this Association. The delegate of an associate member shall have the same privileges as the delegate of an active member, except that he shall not be entitled to vote.

#### ARTICLE IV.

##### ORGANIZATION AND OFFICERS.

SECTION 1. For the purpose of this Association and the election of the executive committee, the United States shall be divided into nine districts, as follows:

1. Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut.

2. New York, New Jersey, Pennsylvania, West Virginia.

3. Delaware, Maryland, District of Columbia, Virginia, North Carolina.

4. Kentucky, Tennessee, Mississippi, Louisiana, Georgia, Alabama, Florida, South Carolina.

5. Illinois, Ohio, Indiana, Michigan, Wisconsin, Minnesota.

6. Missouri, North Dakota, South Dakota, Kansas, Nebraska, Iowa.

7. Texas, Arizona, New Mexico, Oklahoma, Arkansas.

8. Wyoming, Colorado, Utah, Nevada.

9. California, Oregon, Washington, Idaho, Montana.

SEC. 2. The officers of this Association shall be a president, a vice president, a secretary, and a treasurer (these two offices may be held by the same person), and an executive committee, consisting of the president, the secretary, the treasurer, one member from each of the districts above mentioned, and one member from each local league or conference of colleges whose membership consists of at least six colleges, four or more of them being members of this Association. The member to represent the league shall be elected annually by the league, and shall be a representative in the league of a college that belongs to this Association. One person may represent both a district and a local league on the executive committee.

#### ARTICLE V.

##### DUTIES OF OFFICERS.

SECTION 1. The president shall preside at the meetings of the Association and of the executive committee. He shall call a meeting of the executive committee whenever necessary, and a meeting of the Association when requested in writing by ten or more of the institutions enrolled as members.

SEC. 2. The vice president shall perform the duties of the president in the absence of the latter.

SEC. 3. The secretary shall keep records of the meetings of the Association and of the executive committee. He shall report at each annual convention the actions of the executive committee during the preceding year. He shall print such matter as the Association or the executive committee may determine.

SEC. 4. The treasurer shall have charge of all funds of the Association, and shall submit at the annual convention a detailed report of all receipts and expenditures, which shall be printed in the annual Proceedings.



## ARTICLE VI.

## MEETINGS.

SECTION 1. There shall be an annual convention of this Association during the last week of December or the first week of January, at such time and place as the executive committee may determine.

SEC. 2. Special meetings of the Association may be called at any time as provided in Article V., Section 1.

SEC. 3. Two or more colleges or universities may be represented by one delegate. This delegate shall be entitled to one vote only, except on questions or motions from which he has definite, written instructions from the proper authorities of the institutions represented. In the latter case he shall be entitled to as many votes as he has written instructions, provided the said delegate votes for each institution as instructed on the matter at issue.

SEC. 4. Twenty-five colleges, represented as above, shall constitute a quorum for the transaction of business.

## ARTICLE VII.

## ELECTION OF OFFICERS.

SECTION 1. All officers shall be elected by ballot at the annual convention, and shall continue in office until their successors are chosen.

SEC. 2. A vacancy in any office occurring between the meetings of the Association shall be filled by the executive committee.

## ARTICLE VIII.

## CONTROL OF ATHLETICS.

The colleges and universities enrolled in this Association severally agree to control student athletic sports, as far as may be necessary, to maintain in them a high standard of personal honor, eligibility, and fair play, and to remedy whatever abuses may exist.

## ARTICLE IX.

## AMENDMENTS.

This constitution may be amended at any annual convention by a three-fourths vote of the delegates present and voting, provided that the proposed amendment shall have been submitted in writing to the secretary of the Association at least three weeks before the convention meets, and provided that a copy of the proposed amendment shall have been duly sent to each college and university enrolled in the Association.

## BY-LAWS.

## ARTICLE I.

## ORDER OF BUSINESS.

At meetings of this Association the order of business shall be as follows:

1. The reading of the minutes of the previous meeting.
2. The appointment of a committee on nominations.
3. Reports of officers and committees.
4. Miscellaneous business.
5. Election of officers and committees.
6. Adjournment.

## ARTICLE II.

## ANNUAL DUES.

Each college or university that is a member of this Association shall pay twenty-five dollars annually to defray the necessary expenses of officers, committees, and administration. Joint members shall pay the same fee.

Each institution of learning that is an associate member of this Association shall pay ten dollars annually to assist in defraying the necessary expenses.

## ARTICLE III.

## FUNCTIONS OF THE EXECUTIVE COMMITTEE.

SECTION 1. The executive committee shall be the executive body largely entrusted with the duty of carrying on the work of the Association. Three of its members must be present to constitute a quorum. Other members may be represented by written or personal proxies, provided the absent member has given definite instructions as to the action of his representative or proxy.

SEC. 2. The executive committee is empowered to transact such of the business of the Association as it may deem wise by correspondence—such action, however, to be noted by the secretary in his minutes and laid before the committee at its next meeting.

## ARTICLE IV.

## MEETING OF THE EXECUTIVE COMMITTEE.

SECTION 1. A meeting of the executive committee shall be held prior to the annual convention for the purpose of considering the work to be done by the Association at said convention, and



questions of importance which any institution desires to suggest for the action of the whole body should be previously laid before this committee in order that it may report upon them.

SEC. 2. The president may call meetings of the executive committee at any time, and shall call a meeting on the written request of any three members.

## ARTICLE V.

### RULES COMMITTEES.

SECTION 1. The Association at its annual convention shall choose committees to draw up rules for the playing of games during the succeeding season, and these committees shall report the same to the executive committee for promulgation.

SEC. 2. Nominations for these committees shall be submitted at the annual convention by the executive committee. Other nominations may be made from the floor.

SEC. 3. The rules committees shall make a report to the annual convention on the rules of play adopted, and their practical working during the preceding season.

## ARTICLE VI.

### PRINCIPLES OF AMATEUR SPORT.

Each institution which is a member of this Association agrees to enact and enforce such measures as may be necessary to prevent violations of the principles of amateur sport such as

#### a. Proselyting:

(1) The offering of inducements to players to enter colleges or universities because of their athletic abilities, and supporting or maintaining players while students on account of their athletic abilities, either by athletic organizations, individual alumni, or otherwise, directly or indirectly.

(2) The singling out of prominent athletic students of preparatory schools and endeavoring to influence them to enter a particular college or university.

b. The playing of those ineligible as amateurs. An amateur athlete is defined as one who participates in competitive physical sports only for the pleasure, and the physical, mental, moral, and social benefits directly derived therefrom.

c. The playing of those who are not *bona fide* students in good and regular standing.

d. Improper and unsportsmanlike conduct of any sort whatsoever, either on the part of the contestants, the coaches, their assistants, or the student body.

## ARTICLE VII.

### ELIGIBILITY RULES.

The acceptance of a definite statement of eligibility rules shall not be a requirement of membership in this Association. The constituted authorities of each institution shall decide on methods of preventing the violation of the principles laid down in Article VI.

The secretary of the Association will furnish on request a set of eligibility rules that are recommended to colleges wishing to adopt such rules.

## ARTICLE VIII.

### REPORTS FROM DISTRICTS.

At the annual convention of the Association the representative of each district shall render a report on athletic conditions and progress within the district during the year. This report shall cover the following points:

1. The degree of strictness with which the principles of the constitution and by-laws and the existing eligibility rules have been enforced.

2. Modifications of, or additions to, the eligibility code made by institutions individually or concertedly.

3. Progress towards uniformity in the union of athletic interests within the district through the formation of leagues or other associations, and movements toward further reform.

4. Any other facts that may be of interest to the Association.

## ARTICLE IX.

### AMENDMENTS.

These by-laws may be amended by a majority vote of the delegates present and voting at any annual convention of this Association, provided that notice of the proposed amendments shall have been sent at least three weeks before the date of the meeting to the institutions enrolled.



# APPENDIX III.

## REPORT OF THE TREASURER, 1916.

FRANK W. NICOLSON, *Treasurer*, in account with the National Collegiate Athletic Association.

### DR.

1915.		
Dec. 28.	To balance forward .....	\$ 810 30
	To dues from members as follows:	
Dec. 28.	Wooster College .....	25 00
	N. C. College of Agriculture .....	25 00
	University of Akron .....	25 00
	State University of Iowa .....	25 00
	Iowa State College .....	25 00
	Iowa Athletic Conference .....	25 00
1916.		
Jan. 10.	University of Michigan .....	25 00
12.	Southwest Intercollegiate Conference .....	25 00
17.	International Y. M. C. A. College .....	25 00
21.	University of Oklahoma .....	25 00
Feb. 10.	Oregon Agricultural College .....	25 00
16.	University of Georgia .....	25 00
17.	Mount Union College .....	25 00
21.	Pacific Northwest Athletic Conference .....	25 00
23.	Kansas Intercollegiate Athletic Conference .....	25 00
Mar. 1.	University of Tennessee .....	25 00
6.	College of the City of New York .....	25 00
31.	Wesleyan University .....	25 00
Apr. 3.	Tufts College .....	25 00
	Lafayette College .....	25 00
	University of Pennsylvania .....	25 00
	University of Pittsburgh .....	25 00
4.	Harvard University .....	25 00
5.	Yale University .....	25 00
	Columbia University .....	25 00
	University of North Carolina .....	25 00
6.	University of Kansas (1915) .....	25 00
7.	U. S. Military Academy .....	25 00
8.	Princeton University .....	25 00
	University of Texas .....	25 00
10.	Oberlin College .....	25 00
	University of Rochester .....	25 00
11.	Haverford College .....	25 00
12.	N. Y. Military Academy .....	10 00
	Pennsylvania State College .....	25 00
	Carnegie Institute of Technology .....	25 00
	Amherst College .....	25 00
	University of Minnesota .....	25 00
13.	Ohio Wesleyan University .....	25 00
	Union College .....	25 00
17.	Dartmouth College .....	25 00
	Denison University .....	25 00

### DR. (Continued)

1916.		
Apr. 17.	Swarthmore College .....	25 00
	Western Reserve University .....	25 00
	Case School of Applied Science .....	25 00
18.	Connecticut Agricultural College .....	25 00
	Rutgers College .....	25 00
19.	Dickinson College .....	25 00
	Phillips Academy, Andover .....	10 00
20.	Lehigh University .....	25 00
26.	University of Chicago .....	25 00
	University of Indiana .....	25 00
27.	Syracuse University .....	25 00
29.	Colgate University .....	25 00
	Johns Hopkins University .....	25 00
May 2.	Hartford Public High School .....	10 00
20.	Massachusetts Agricultural College .....	25 00
June 20.	Dickinson College .....	37 50
26.	New York University .....	25 00
July 3.	Washington and Jefferson College .....	25 00
16.	Iowa State College .....	25 00
Nov. 9.	Stevens Institute .....	25 00
13.	Phillips Exeter Academy .....	10 00
	Catholic University .....	25 00
	Drake University .....	25 00
	Brown University .....	25 00
	Williams College .....	25 00
16.	University of Kansas .....	25 00
23.	Westminster College .....	25 00
24.	University of Virginia .....	25 00
25.	Carleton College .....	25 00
27.	State University of Iowa .....	25 00
Dec. 1.	Northwestern University .....	25 00
	Illinois Intercollegiate Athletic Conference .....	25 00
	University of Illinois .....	25 00
7.	Bowdoin College .....	25 00
	N. C. College of Agriculture .....	25 00
	Grinnell College .....	25 00
11.	Franklin and Marshall College .....	25 00
	University of the South .....	25 00
	Ohio State University .....	25 00
12.	Swarthmore College .....	25 00
14.	University of Wisconsin .....	25 00
15.	West Virginia University .....	25 00
16.	Hartford Public High School .....	10 00
	Rocky Mountain Faculty Athletic Conference .....	25 00
19.	Hamilton College .....	25 00
21.	Mount Union College .....	25 00
25.	Ohio University .....	25 00

\$2972 80

### CR.

1916.		
Jan. 4.	W. F. Garcelon (expenses to I. C. A. A. A. A.) .....	\$ 32 95
6.	F. W. Luehring (swimming rules committee) .....	56 02
28.	Innes & Sons (soccer committee) .....	29 50
Mar. 6.	C. W. Savage (football rules committee) .....	49 00
7.	Pelton & King (printing) .....	17 75
	E. K. Hall (football rules committee) .....	28 55



## CR. (Continued)

1916.		
Mar.	11.	Clyde Williams (football rules committee) .....
	31.	American Physical Education Association (printing)
		R. Morgan (basket ball rules committee) .....
Apr.	3.	J. A. Babbitt (football rules committee) .....
June	5.	H. L. Williams (football rules committee) .....
		F. W. Luehring (swimming rules committee) .....
	14.	R. Morgan (basket ball rules committee) .....
Aug.	18.	F. W. Nicolson (secretarial assistance) .....
Sept.	16.	R. Morgan (basket ball rules committee) .....
Dec.	7.	G. W. Orton (soccer committee) .....
	12.	Wesleyan University (postage) .....
	16.	F. W. Luehring (swimming rules committee) .....
	20.	Pelton & King (printing) .....
	22.	J. A. Babbitt (soccer committee) .....
	23.	P. S. Page (soccer committee) .....
	28.	Balance forward .....
		\$2972 80